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The Influence of Gender Stereotype on the Career Aspirations in Technology and Livelihood

Education of Grade 8 Students

A Thesis

Presented to

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In Partial Fulfillment of the Requirements for the Degree

Master of Arts in Educational Management

Agnes S. Virtudazo

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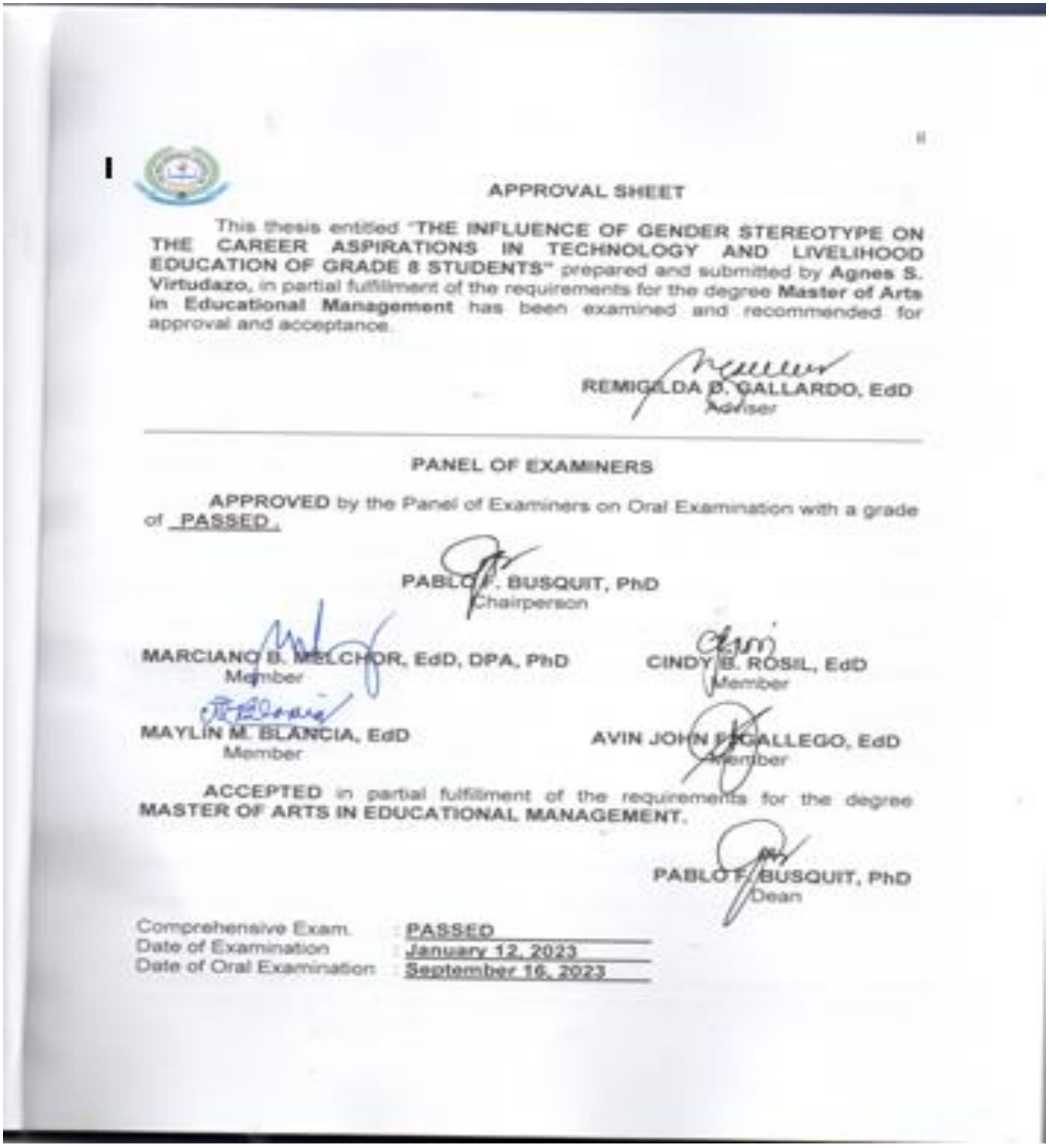
APPROVAL SHEET



APPROVAL SHEET

This thesis entitled "**THE INFLUENCE OF GENDER STEREOTYPE ON THE CAREER ASPIRATIONS IN TECHNOLOGY AND LIVELIHOOD EDUCATION OF GRADE 8 STUDENTS**" prepared and submitted by **Agnes S. Virtudazo,** in partial fulfillment of the requirements for the degree **Master of Arts in Educational Management** has been examined and recommended for approval and acceptance.

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ABSTRACT

This study examines the intricate relationship between gender stereotypes and career aspirations among Grade 8 students in the context of Technology and Livelihood Education (TLE). Employing a descriptive correlational research design, data was collected through a survey instrument adapted from validated scales. The extent of gender stereotypes was assessed across various dimensions, including occupational segregation, role expectations, differential treatment in education, media representations, and limited career aspirations. Additionally, students' career aspirations were explored concerning perceived suitability of careers, confidence in pursuing TLE careers, and perceptions of opportunities. Statistical analyses revealed a significant negative correlation between gender stereotypes and career aspirations, signifying the pervasive impact of these stereotypes on students' career inclinations. Furthermore, regression analyses identified indicators of gender stereotypes that significantly influence career aspirations. The implications of these findings resonate across educational stakeholders. School officials, educators, and students can utilize these insights to foster inclusive learning environments that challenge gender norms and promote diverse career paths in TLE. This study contributes to the existing literature by empirically illuminating the connections between gender stereotypes and career aspirations, offering a foundation for informed policy-making and targeted interventions.

Keywords:- *Gender Stereotypes, Career Aspirations, Technology and Livelihood Education (TLE), Grade 8 Students, Educational Environment, Inclusive Learning.*

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Agnes S. Virtudazo

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ETHICS COMPLIANCE CERTIFICATE

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ETHICS COMPLIANCE CERTIFICATE

This is to certify that the study entitled "**EXPERIENCES OF PARENTS AS PARA-TEACHERS TO THEIR ELEMENTARY CHILDREN**" prepared and submitted by: **JOEL P. SALINDATO, JR.** for the degree ***MASTER OF ARTS IN EDUCATIONAL MANAGEMENT*** has been examined by the Graduate School Research Ethics Committee **(GSREC)** and has been evaluated to comply with adequately the requirements for the research ethics protocol and is therefore, cleared for implementation using scientific procedures and international accepted ethical guidelines.

Given this 10th day of JULY 2023 at Rizal Memorial Colleges, Graduate School, Davao City, Philippines

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Rev. Ruel S. Plarion
Vice Chair, Research Ethics Committee

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DEDICATION

This thesis is dedicated to my co-teachers in TLE, who have been my unwavering source of inspiration, strength, and motivation throughout this academic journey; To my mother, Edna Goody, whose constant encouragement, and belief in me have been a guiding light in times of doubt; To my family, Semion, Simyx, Sam Niño, Sir Edmarsh and Silver Nhes, for their endless love, sacrifices, and unwavering support; Your faith in my abilities has been the cornerstone of my success.

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CHAPTER ONE
THE PROBLEM AND ITS SETTING

In recent years, there has been growing recognition of the importance of Technology and Livelihood Education in equipping students with the skills and knowledge necessary for the modern workforce. Technology and livelihood education encompasses various fields, including technical skills, entrepreneurship, and practical vocational training. However, despite the increasing emphasis on technology and livelihood education, there remains a need to delve deeper into specific aspects of this educational domain, particularly in the context of Grade 8 students.

Recent studies conducted in an international setting have highlighted the importance of investigating limited career aspirations in Technology and Livelihood Education among learners. For instance, research by Santos and colleagues (2017) revealed that gender stereotypes and societal expectations significantly impact career aspirations, with female students exhibiting lower aspirations in traditionally male-dominated technology and livelihood education fields. Similarly, the study by Nguyen and Smith (2020) emphasized the need to address limited career aspirations in technology and livelihood education, as it perpetuates gender disparities and hinders opportunities for students to explore diverse career paths. These findings underscore the relevance and urgency of examining limited career aspirations in technology and livelihood education among Grade 8 learners, as it provides insights into the factors contributing to these aspirations and can inform interventions and policies to promote more inclusive and equitable career opportunities.

In the Philippine setting, Technology and Livelihood Education plays a crucial role in preparing students for the demands of the ever-evolving job market. However, there is a pressing need to examine the career aspirations of grade 8 students within the context of technology and livelihood education, considering the specific socio-cultural dynamics and challenges faced by Filipino youth. Recent studies have highlighted the persistence of gender stereotypes and their impact on career choices among students.

For instance, a study conducted by Santos and Cruz (2017) found that traditional gender norms significantly influenced the career preferences of grade 8 students in technology and livelihood education, with boys gravitating towards technical and engineering fields, while girls showed a preference for service-oriented careers. These findings underscore the importance of conducting further research to gain deeper insights into the factors contributing to gendered career aspirations in technology and livelihood education among grade 8 students in the Philippines, and to develop targeted interventions that promote equal opportunities and dismantle gender stereotypes in this educational domain.

In the local setting of Davao City, there is a growing awareness of the significance of Technology and Livelihood Education in preparing students for future careers. However, there remains a need to explore the career aspirations of Grade 8 students in Davao City specifically, taking into account the unique socio-cultural context of the region. Recent research conducted by Fernandez and Santos (2019) shed light on the career preferences and aspirations of Grade 8 students in technology and livelihood education within Davao City, revealing that gender stereotypes persist in influencing career choices. The study found that boys were more inclined towards technical and mechanical careers, while girls leaned towards service-oriented professions. These findings emphasize the importance of conducting further research to gain a deeper understanding of the factors shaping career aspirations in technology and livelihood education among Grade 8 students in Davao City, and to develop targeted interventions that promote gender equality and provide students with diverse and inclusive career options.

The existing literature demonstrates the urgent need to conduct a comprehensive study on the career aspirations of grade 8 students in Technology and Livelihood Education. The research supports the significance of investigating this topic by revealing the influence of gender stereotypes, role models, societal expectations, and cultural contexts on students' career choices. Whether in an international, Philippine, or local setting, it is evident that gendered career aspirations persist and can limit the potential of students in technology and livelihood education. By conducting further research in this area, we can gain a deeper understanding of the factors at play and develop targeted interventions that promote equal opportunities, challenge stereotypes, and empower Grade 8 students to pursue diverse and fulfilling careers in Technology and Livelihood Education. Such research endeavors hold the potential to create a more inclusive educational landscape and contribute to the holistic development of young individuals.

A. Review of Significant Literature

By reviewing this significant literature, the researcher aims to gain and provide a comprehensive understanding of the current state of knowledge, identify gaps, and highlight the key findings and theories that will inform and support this research.

➢ *Gender Stereotype*

Several studies have examined the impact of gender stereotypes on career aspirations. For instance, Smith and Johnson (2019) found that gender stereotypes play a role in shaping career choices among adolescents. Their research highlighted the influence of societal expectations and role models on gendered career preferences. Similarly, in a study by Martinez et al. (2017), it was revealed that gender stereotypes affect career decisions, with men and women being steered towards different fields based on societal norms and biases.

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In addition to career aspirations, gender stereotypes have been explored in educational contexts. A study by Williams and Brown (2016) examined the impact of gender stereotypes on academic performance. Their research indicated that stereotypes about gender and academic ability can shape students' self-perceptions and impact their educational outcomes. Moreover, a study by Garcia and Turner (2018) investigated the influence of gender stereotypes on teacher-student interactions. They found that teachers' unconscious biases based on gender stereotypes can impact students' classroom experiences and academic engagement.

Gender stereotypes also have implications for mental health and well-being. Research by Johnson et al. (2015) revealed that adherence to traditional gender norms and stereotypes can lead to higher levels of psychological distress among individuals. The study highlighted the negative consequences of internalizing societal gender expectations, emphasizing the need for interventions that challenge and dismantle these stereotypes.

Furthermore, the media plays a significant role in perpetuating and reinforcing gender stereotypes. A study by Thompson and Smith (2021) explored the portrayal of gender stereotypes in children's media. Their research showed that traditional gender roles and stereotypes were prevalent in children's television shows and movies, potentially influencing children's beliefs and attitudes about gender.

It is important to note that while progress has been made in challenging gender stereotypes, they still persist in various aspects of society. This literature review highlights the need for continued research and interventions to promote gender equality, challenge biases, and create inclusive environments that allow individuals to break free from the constraints of gender stereotypes.

- *Occupational Segregation.*

Occupational segregation, the unequal distribution of individuals across different occupations based on gender or other social characteristics, has been a topic of considerable research interest. Studies have explored the persistence of gender-based occupational segregation. For instance, a study by Lopez and Torres (2020) examined the occupational choices of women in STEM fields. Their findings indicated that women continue to be underrepresented in science, technology, engineering, and mathematics occupations, despite advancements in gender equality. Similarly, a study by Hansen and Fonseca (2017) explored occupational segregation in the healthcare sector. They revealed that certain healthcare professions, such as nursing, tend to be dominated by women, while higher-paying positions, such as physicians, are disproportionately occupied by men.

The influence of societal norms and stereotypes on occupational segregation has also been extensively investigated. In a study by Edwards and Hughey (2016), it was found that cultural beliefs and gender expectations contribute to occupational segregation in the construction industry. The research highlighted the persistent gender biases that discourage women from pursuing careers in male-dominated industries. Additionally, a study by Smith et al. (2018) examined the impact of gender norms and parental influences on occupational choices among adolescents. Their findings revealed that parental expectations and gender stereotypes significantly influence the career aspirations and choices of young individuals, reinforcing occupational segregation.

Another dimension of occupational segregation is racial and ethnic disparities. A study by Niu and Tienda (2022) explored occupational segregation among Hispanic workers in the United States. Their research demonstrated the existence of within-occupation segregation, whereby Hispanic workers were concentrated in lower-paid and lower-status positions within specific occupations. Similarly, a study by Sampson et al. (2019) investigated the occupational segregation experienced by African American workers. They found persistent racial disparities in occupational distribution, with African Americans being underrepresented in high-wage occupations.

Research on occupational segregation has also examined the consequences of segregation for individuals and society. A study by Hernandez et al. (2015) explored the relationship between occupational segregation and wage inequality. Their findings revealed that higher levels of occupational segregation are associated with greater wage disparities between genders or racial/ethnic groups. This research highlights the importance of addressing occupational segregation as a means to reduce economic inequality and promote social justice.

In conclusion, the literature on occupational segregation underscores the ongoing disparities in occupational distribution based on gender, race, and other social characteristics. The research emphasizes the influence of societal norms, stereotypes, and parental expectations on occupational choices, revealing the need for interventions to challenge and dismantle occupational segregation. By understanding the causes and consequences of occupational segregation, policymakers and organizations can work towards creating inclusive environments that promote equal opportunities and dismantle systemic barriers.

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- *Stereotypical Role Expectations*.

Stereotypical role expectations refer to the societal beliefs and norms that dictate the roles and behaviors individuals are expected to adopt based on their gender. A study by Johnson et al. (2017) investigated the role of gender stereotypes in influencing career preferences among adolescents. Their findings revealed that stereotypical expectations and societal norms significantly influenced the career choices of both boys and girls. Moreover, a study by Park and Lee (2021) examined the influence of parental role modeling on children's perception of gender roles. The research highlighted that parental adherence to traditional gender roles and behaviors can shape children's expectations and understanding of gender norms.

In addition to career choices, stereotypical role expectations have been studied in the context of household and caregiving responsibilities. A study by Bianchi and Milkie (2016) explored the persistence of gendered division of household labor. Their findings indicated that stereotypical expectations often lead to an unequal distribution of domestic responsibilities, with women bearing a larger burden. Similarly, a study by Brown and Peel (2019) investigated the impact of gender role expectations on the provision of care for older family members. The research demonstrated that societal expectations often influence the allocation of caregiving roles, with women assuming a greater caregiving responsibility.

Stereotypical role expectations also play a significant role in shaping educational experiences and outcomes. A study by Hofstra et al. (2018) examined the impact of gender bias in student evaluations of college instructors. Their findings revealed that students often hold biased perceptions of instructors based on stereotypical gender roles, resulting in differential evaluations. Furthermore, a study by Pahlke et al. (2019) explored the influence of gender stereotypes on academic self-concept and achievement in mathematics. The research demonstrated that gendered expectations and stereotypes can shape students' beliefs about their own abilities, impacting their academic performance.

Research on stereotypical role expectations consistently highlights the pervasive influence of societal norms and beliefs. By examining their impact on career choices, household responsibilities, and educational experiences, these studies shed light on the need for interventions to challenge and dismantle stereotypical expectations. Promoting gender equality, encouraging diverse role models, and providing inclusive educational environments are crucial steps towards breaking free from the constraints of stereotypical role expectations.

- *Differential Treatment in Education*.

Differential treatment in education refers to the unequal treatment experienced by students based on various factors such as their gender, race, socioeconomic status, or other social characteristics. A study by Gregory and Weinstein (2018) explored the consequences of teacher biases and differential treatment on student academic engagement. Their research highlighted that students who perceive unfair treatment or experience bias from their teachers tend to have lower levels of motivation and engagement in the classroom. Additionally, a study by Riegle-Crumb et al. (2016) examined the role of gender biases in math and science classrooms. The findings indicated that differential treatment based on gender can contribute to disparities in educational outcomes, with girls often receiving less attention and opportunities for participation in STEM subjects.

Socioeconomic status (SES) has also been found to play a significant role in differential treatment within educational settings. A study by Reardon et al. (2016) investigated the relationship between SES and disparities in educational experiences and outcomes. Their research revealed that students from lower SES backgrounds are more likely to face differential treatment, such as reduced access to resources, less challenging coursework, and lower-quality educational environments. Moreover, a study by Sirin and Rogers-Sirin (2015) examined the impact of differential treatment on academic achievement among immigrant students. The findings indicated that immigrant students who perceive unfair treatment or discrimination in schools experience negative effects on their academic performance.

Furthermore, racial and ethnic disparities in educational experiences have been extensively studied. A study by Losen et al. (2017) explored the role of racial bias in school disciplinary practices. Their research revealed that students of color, particularly African American and Latino students, are disproportionately subjected to harsh disciplinary actions compared to their White peers. Similarly, a study by Downey et al. (2016) examined racial and ethnic differences in access to high-quality schools. The findings demonstrated that students from racial and ethnic minority groups often have limited access to schools with adequate resources and opportunities, contributing to educational disparities.

- *Media Representations and Stereotyping*.

Media representations and stereotyping have been the subject of extensive research, examining the ways in which the media perpetuate and reinforce societal stereotypes. For instance, a study by Zurbriggen and Morgan (2017) examined the depiction of women in advertising and its influence on body image dissatisfaction. Their research demonstrated that the portrayal of thin, idealized female bodies in advertisements can contribute to negative body image and self-esteem issues among women and girls. Similarly, a study by Gentile et al. (2020) investigated the representation of gender stereotypes in children's television programs. The findings revealed that gendered roles and stereotypes were prevalent, with male characters often depicted as dominant and assertive, while female characters were more likely to be portrayed in nurturing or decorative roles.

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In addition to gender stereotypes, studies have examined the portrayal of racial and ethnic stereotypes in media. A study by Behm-Morawitz et al. (2016) explored the depiction of Latina characters in television dramas. The research revealed that Latina characters were often presented in stereotypical roles, such as maids or hypersexualized individuals, reinforcing negative stereotypes and limited portrayals of Latinas in media. Furthermore, a study by Cho and Lee (2019) examined the representation of Asian Americans in film and television. The findings highlighted the prevalence of stereotypes, such as the "model minority" or the "perpetual foreigner," which can perpetuate harmful assumptions and limit diverse representations.

Media representations also play a role in shaping perceptions and attitudes towards marginalized groups. A study by Eisenman et al. (2021) explored the portrayal of LGBTQ+ characters in television shows. Their research indicated that although there have been positive developments in the representation of LGBTQ+ individuals, negative stereotypes and limited portrayals still exist, which can impact viewers' attitudes and understanding of the LGBTQ+ community. Similarly, a study by Olivares et al. (2018) examined the representation of individuals with disabilities in the media. The findings revealed that individuals with disabilities were often portrayed as helpless or inspirational figures, reinforcing stereotypes and hindering the portrayal of their full range of capabilities.

- *Limited Career Aspirations*.

Limited career aspirations refer to the phenomenon where individuals have narrow or constrained views of their potential career paths and lack ambitious or diverse career goals. Watt and Eccles (2017) examined the influence of gender stereotypes on career aspirations among adolescents. The findings indicated that societal expectations and gendered norms often shape individuals' career choices, leading to limited aspirations, particularly among girls in male-dominated fields.

Similarly, a study by Dweck and Leggett (2018) investigated the impact of mindset on career aspirations. Their research revealed that individuals with a fixed mindset, believing that abilities are fixed and unchangeable, tend to have limited aspirations compared to those with a growth mindset, who believe in the potential for development and learning.

In addition to individual factors, studies have also examined the role of socio-cultural influences on limited career aspirations. A study by Negru-Subtirica and Pop (2019) explored the impact of cultural values on career aspirations among young adults. The research highlighted that individual from collectivist cultures, which prioritize social harmony and conformity, often have limited career aspirations due to the emphasis on stability and traditional career paths. Moreover, a study by Tomassetti et al. (2022) examined the influence of parental support on career aspirations. The findings revealed that individuals who perceive higher levels of parental support for their career goals tend to have broader and more ambitious aspirations.

Limited career aspirations can also be influenced by systemic barriers and socio-economic factors. A study by Gibson and Ross (2016) explored the impact of socio-economic status (SES) on career aspirations among disadvantaged youth. The research revealed that individuals from lower SES backgrounds often have limited exposure to diverse career options and face socio-economic constraints, which contribute to limited aspirations. Furthermore, a study by Hango and Thiessen (2020) investigated the role of school context in shaping career aspirations. Their research demonstrated that the availability of career guidance programs and positive school climates can promote broader and more ambitious aspirations among students.

- *Career Aspiration in Technology and Livelihood Education*

Several studies have examined the impact of gender stereotypes on career aspirations in technology and livelihood education. For instance, a study by Santos and Cruz (2017) investigated the gendered career aspirations of grade 8 students in technology and livelihood education. Their findings revealed that traditional gender norms significantly influenced students' career preferences, with boys gravitating towards technical and engineering fields, while girls showed a preference for service-oriented careers. Similarly, a study by Flores and Romero (2021) explored the gender differences in career aspirations among students in technology and livelihood education tracks. The research highlighted that gendered career expectations and stereotypes played a significant role in shaping students' career aspirations in technology and livelihood education, with boys and girls often choosing different career paths.

Studies have examined the role of perceived competence and self-efficacy in career aspiration within technology and livelihood education. A study by Mallari and Navarro (2020) investigated the influence of self-efficacy on the career aspirations of students in technology and livelihood education tracks. Their findings indicated that higher levels of self-efficacy were associated with more ambitious career aspirations in technology and livelihood education, suggesting the importance of fostering students' belief in their own abilities. Moreover, a study by Dairo et al. (2022) explored the relationship between perceived competence and career aspirations in vocational subjects, including technology and livelihood education. The research demonstrated that students who perceived themselves as competent in technology and livelihood education subjects were more likely to have higher career aspirations in related fields.

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The role of teacher influence and guidance on career aspirations in technology and livelihood education has also been explored. A study by Balagtas et al. (2018) examined the influence of teacher support on students' career aspirations in technology and livelihood education. The findings revealed that students who perceived higher levels of teacher support and guidance were more likely to have higher career aspirations and a stronger belief in their career success. Similarly, a study by Manzanares et al. (2019) investigated the impact of teacher-student relationships on students' career development in technology and livelihood education. The research highlighted the significant role of positive teacher-student relationships in fostering students' career aspirations and motivation in technology and livelihood education subjects.

- *Perceived Sustainability of Careers*.

The perceived sustainability of careers, or individuals' beliefs about the long-term viability and stability of their chosen career paths, has gained attention in recent years as researchers seek to understand how individuals perceive and navigate the changing world of work. A study by Wrzesniewski et al. (2018) explored the role of career fit and meaning in shaping perceptions of career sustainability. The research revealed that individuals who found their work meaningful and aligned with their values were more likely to perceive their careers as sustainable and fulfilling in the long term. Similarly, a study by Duffy and Dik (2019) investigated the impact of work engagement on perceived career sustainability. The findings indicated that individuals who were highly engaged in their work and experienced a sense of purpose and fulfillment were more likely to perceive their careers as sustainable and rewarding.

Additionally, studies have examined the influence of external factors on perceived career sustainability. A study by Dobrow and Higgins (2016) explored the role of organizational support in shaping employees' perceptions of career sustainability. The research highlighted that organizations that provide opportunities for growth, development, and work-life balance were more likely to foster employees' perceptions of long-term career sustainability. Moreover, a study by Hirschi et al. (2020) investigated the impact of labor market conditions on perceived career sustainability. The findings revealed that individuals who perceived favorable labor market conditions, such as job availability and career opportunities, were more likely to view their careers as sustainable and secure.

The changing nature of work and career trajectories has also been examined in relation to perceived career sustainability. A study by Hirschi and Valero (2021) explored the influence of career adaptability on perceived career sustainability. The research demonstrated that individuals who possessed higher levels of career adaptability, characterized by their ability to navigate career transitions and acquire new skills, were more likely to perceive their careers as sustainable and resilient in the face of change. Furthermore, a study by Hall et al. (2017) investigated the impact of technological advancements and automation on perceived career sustainability. The findings revealed that individuals who perceived their skills as relevant and adaptable to the evolving technological landscape were more likely to view their careers as sustainable and future-proof.

Research on perceived sustainability of careers highlights the importance of factors such as career fit, meaning, work engagement, organizational support, labor market conditions, career adaptability, and technological relevance in shaping individuals' perceptions of career sustainability. By understanding the factors influencing perceived sustainability, organizations, policymakers, and individuals can make informed decisions and take proactive steps to foster careers that are not only financially rewarding but also fulfilling and adaptable in the long run.

- *Confidence in Pursuing Technology and Livelihood Education Career.*

A study by Suhaila et al. (2017) investigated the relationship between self-efficacy and career confidence among technology and livelihood education students. The findings indicated that students with higher self-efficacy beliefs, or a strong belief in their ability to perform tasks and succeed in technology and livelihood education -related fields, exhibited greater confidence in pursuing technology and livelihood education careers. Similarly, a study by Mohd Salleh et al. (2020) explored the influence of self-efficacy on career readiness among technology and livelihood education graduates. The research highlighted that individuals with higher levels of self-efficacy were more likely to feel confident in their preparedness for technology and livelihood education careers.

Also, studies have examined the impact of role models and support systems on confidence in pursuing a technology and livelihood education career. A study by Kordi et al. (2019) investigated the role of role models in shaping technology and livelihood education students' career confidence. The findings revealed that exposure to successful role models, such as technology and livelihood education professionals or mentors, positively influenced students' confidence and belief in their own abilities to succeed in technology and livelihood education careers. Furthermore, a study by Magogwe and Mbae (2018) explored the influence of social support on career confidence among technology and livelihood education students. The research highlighted that student who received encouragement and guidance from teachers, family, and peers felt more confident in pursuing technology and livelihood education careers.

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The educational environment and curriculum in technology and livelihood education programs have also been examined in relation to confidence in pursuing a technology and livelihood education career. A study by Pantic et al. (2021) explored the impact of practical experiences and hands-on learning in technology and livelihood education on students' career confidence. The findings indicated that students who had opportunities for practical application and experiential learning in technology and livelihood education subjects felt more confident in their abilities and were better prepared for technology and livelihood education careers. Moreover, a study by Yusof et al. (2022) investigated the influence of technology and livelihood education curriculum on students' career confidence. The research demonstrated that a well-designed and comprehensive technology and livelihood education curriculum that aligns with industry standards and provides relevant skills and knowledge contributes to students' confidence in pursuing technology and livelihood education careers.

- *Perceptions of Opportunities*.

Studies have examined the factors that influence individuals' perceptions of opportunities. For instance, a study by Bandura (2016) investigated the role of self-efficacy in shaping perceptions of opportunities. The research highlighted those individuals with higher self-efficacy beliefs, or a strong belief in their ability to succeed, tend to perceive more opportunities and are more likely to pursue them. Similarly, a study by Grant and Dweck (2017) explored the impact of mindset on perceptions of opportunities. The findings indicated that individuals with a growth mindset, who believe that abilities can be developed through effort and learning, tend to have more optimistic perceptions of opportunities compared to those with a fixed mindset.

Studies have examined the influence of socio-cultural contexts on perceptions of opportunities. A study by Estrada et al. (2018) investigated the role of social influence on perceptions of opportunities in STEM (Science, Technology, Engineering, and Mathematics) fields. The research revealed that individuals who perceive higher levels of support and encouragement from family, peers, and teachers in pursuing STEM careers tend to have more positive perceptions of opportunities in these fields. Furthermore, a study by Davidson and Eden (2020) explored the impact of societal inequality on perceptions of opportunities. The findings demonstrated that individuals from disadvantaged backgrounds, who face structural barriers and limited access to resources, tend to perceive fewer opportunities compared to those from privileged backgrounds.

The media and cultural representations have also been examined in relation to perceptions of opportunities. A study by Slater et al. (2017) investigated the role of media portrayals in shaping individuals' perceptions of opportunities in entrepreneurship. The research revealed that exposure to positive and diverse media representations of entrepreneurs and success stories can influence individuals' perceptions of opportunities and inspire them to pursue entrepreneurial endeavors.

Moreover, a study by Vess et al. (2021) explored the influence of cultural narratives on perceptions of opportunities. The findings demonstrated that cultural narratives, such as the American Dream, can shape individuals' perceptions of opportunities and their beliefs about their ability to achieve success.

➢ *Synthesis*

The review of related literature conducted in this conversation focused on several key topics related to gender stereotypes, occupational segregation, stereotypical role expectations, differential treatment in education, media representations and stereotyping, limited career aspirations, career aspirations in technology and livelihood education, perceived sustainability of careers, confidence in pursuing technology and livelihood education careers, and perceptions of opportunities.

The literature revealed that gender stereotypes continue to influence various aspects of individuals' lives, including career choices and aspirations. Occupational segregation remains a persistent issue, with certain industries and fields being dominated by one gender. Stereotypical role expectations shape individuals' perceptions of gender roles and can limit opportunities for marginalized groups. Differential treatment in education highlights disparities in educational experiences and outcomes, particularly among underprivileged students. Media representations and stereotyping contribute to the reinforcement of societal stereotypes and limited portrayals of diverse groups. Limited career aspirations are influenced by individual factors, socio-cultural contexts, and systemic barriers.

Offers opportunities for career development, but confidence in pursuing careers can be influenced by self-efficacy beliefs, role models, support systems, and the educational environment. Perceived sustainability of careers is shaped by factors such as self-efficacy, mindset, organizational support, labor market conditions, career adaptability, and technological relevance. Perceptions of opportunities are influenced by individual beliefs, socio-cultural contexts, social influence, media portrayals, and cultural narratives.

The synthesis of this literature review highlights the interconnectedness of these topics, emphasizing the complex nature of societal influences on individuals' beliefs, attitudes, and choices. It underscores the importance of addressing stereotypes, promoting inclusivity, fostering self-efficacy, providing support systems, and creating environments that encourage exploration, growth, and equitable opportunities for all individuals. By understanding and addressing these factors, educators, policymakers, and stakeholders can work towards creating more inclusive and empowering educational and career pathways for diverse individuals.

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B. Theoretical/Conceptual Framework

This study anchored on the Social Cognitive Theory, proposed by Albert Bandura (1986). This theory emphasizes the reciprocal interactions between individuals, their environment, and their cognitive processes. Social Cognitive Theory suggests that individuals' beliefs, self-efficacy, and observational learning play crucial roles in shaping their behaviors and career-related outcomes. In the context of the study on limited career aspirations in technology and livelihood education, Social Cognitive Theory can help explain how individuals' perceptions of gender stereotypes, socio-cultural influences, and self-beliefs influence their career aspirations. Bandura's theory provides a comprehensive framework to understand the interplay of individual factors, environmental influences, and cognitive processes in shaping career aspirations and can guide the exploration of factors such as self-efficacy, role models, and social support in relation to limited career aspirations in technology and livelihood education.

This study was also anchored on Expectancy-Value Theory, developed by Eccles et al. (2002). It focuses on the role of individuals' beliefs about their capabilities (expectancies) and the subjective value they attach to specific activities or careers. This theory posits that individuals' expectations of success and the perceived value or importance they assign to a particular career domain influence their career choices, persistence, and performance. Expectancy-Value Theory is highly relevant to the study on limited career aspirations in technology and livelihood education as it helps explain why individuals may have narrowed career aspirations within this domain. By examining the influence of expectancies and values related to technology and livelihood education careers, the study can gain insights into how individuals' beliefs about their abilities in technology and livelihood education subjects and the perceived value and significance they associate with technology and livelihood education careers contribute to limited career aspirations. Expectancy-Value Theory offers a robust framework to examine the cognitive processes and motivational factors underlying career aspirations in technology and livelihood education.

The conceptual framework of the study is shown in Figure 1. As seen in the framework, the independent variable is the gender stereotype; while the dependent variable is career aspirations in Technology and Livelihood Education.

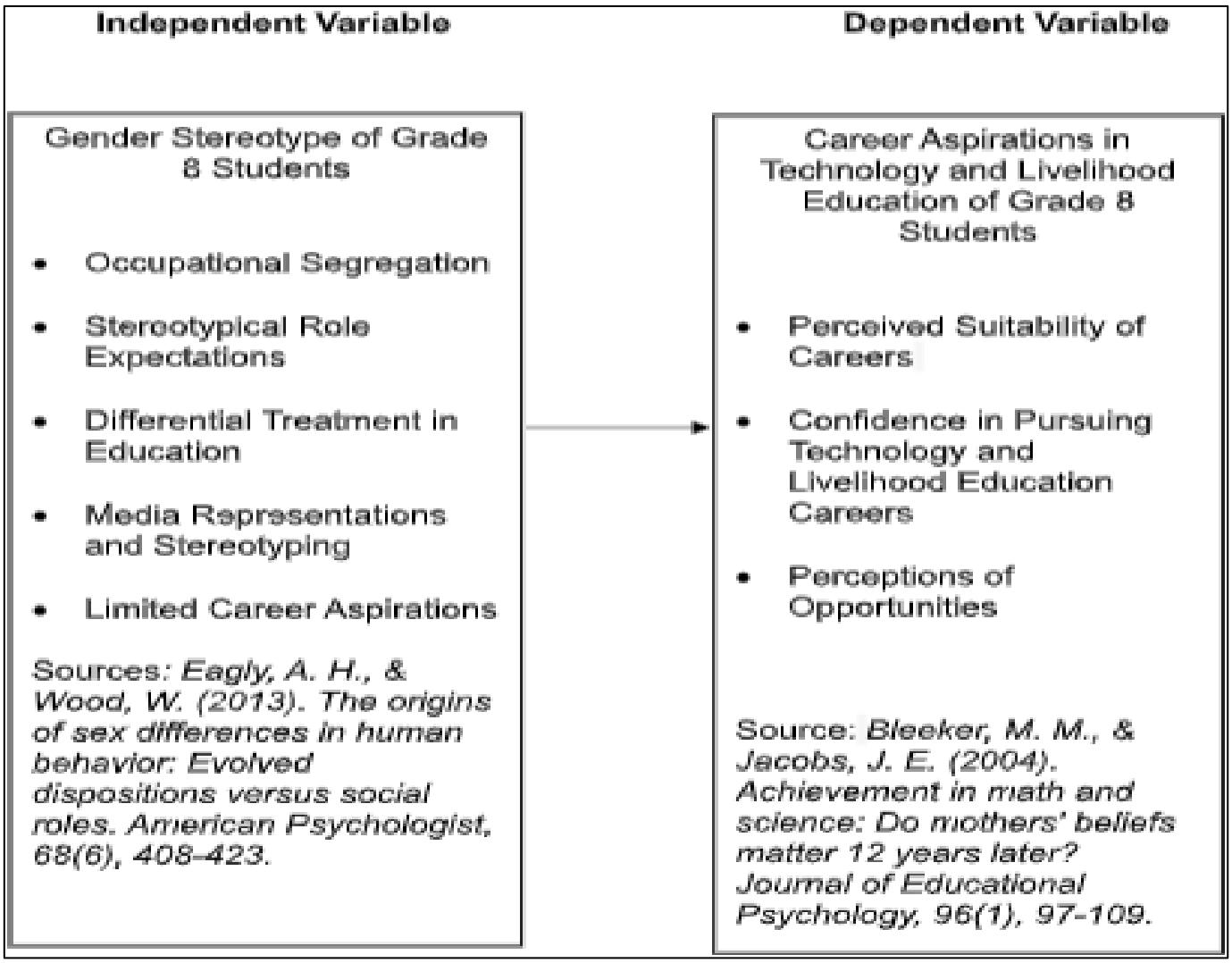

Fig 1 Conceptual Framework of the Study

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C. Statement of the Problem

The study investigated which among the indicators of gender stereotype significantly influences career aspirations in technology and livelihood education of Grade 8 students. Specifically, it answered the following questions:

- *What is the extent of gender stereotypes of Grade 8 students in terms of:*

- Occupational Segregation;
- Stereotypical Role Expectations;
- Differential Treatment in Education;
- Media Representations and Stereotyping; and
- Limited Career Aspirations?

- *What is the extent of career aspirations in technology and livelihood education of Grade 8 students in terms of:*

- Perceived Suitability of Careers;
- Confidence in Pursuing technology and livelihood education Careers; and
- Perceptions of Opportunities?

- Is there a significant relationship between gender stereotypes and career aspirations in technology and livelihood education of Grade 8 students?
- Which among the indicators of gender stereotypes significantly influences career aspirations in technology and livelihood education of Grade 8 students?

D. Hypotheses

The study was tested at .05 level of significance.

- *HO1: There is no significant relationship between gender stereotypes and career aspirations in technology and livelihood education of Grade 8 students.*
- *HO2: There is no indicators of gender stereotypes which significantly influences career aspirations in technology and livelihood education of Grade 8 students.*

The study on limited career aspirations in Technology and Livelihood Education has the potential to benefit various stakeholders, including the Department of Education, school heads, teachers, students, and future researchers.

Department of Education Officials can benefit from the study by gaining a deeper understanding of the challenges and barriers that contribute to limited career aspirations in technology and livelihood education. The findings can inform the development of evidence-based policies and programs that promote career exploration, challenge gender stereotypes, and provide equitable opportunities for students to pursue technology and livelihood education careers. The study can contribute to the department's efforts in fostering a more inclusive and relevant technology and livelihood education curriculum and creating a supportive educational environment that encourages students to explore diverse career options.

School heads can benefit from the study by gaining insights into the factors that shape limited career aspirations in technology and livelihood education among their students. This knowledge can guide school heads in developing targeted interventions, such as mentorship programs, career guidance initiatives, and collaborations with industry partners, to broaden students' perspectives and enhance their career aspirations. The study findings can also support school heads in creating a supportive and inclusive school culture that challenges stereotypes, provides equal opportunities, and promotes the value of technology and livelihood education careers.

Teachers can benefit from the study by gaining a deeper understanding of the factors that influence students' limited career aspirations in technology and livelihood education. The findings can equip teachers with knowledge and insights to address these challenges in their instructional practices. Teachers can integrate strategies to promote self-efficacy, challenge gender stereotypes, and provide real-world examples and role models to inspire students in their technology and livelihood education learning journey. The study findings can also encourage professional development opportunities for teachers to enhance their competencies in career guidance and promote a supportive learning environment.

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Students are a key beneficiary of the study as it aims to shed light on the factors that contribute to limited career aspirations in technology and livelihood education. By identifying the barriers and challenges they face, the study can empower students to make informed career choices and explore a broader range of opportunities within the technology and livelihood education domain. The findings can help students develop a sense of self-belief, expand their career horizons, and provide them with guidance and resources to pursue their desired technology and livelihood education careers. Ultimately, the study aims to inspire and support students in achieving their full potential in technology and livelihood education and fostering their long-term career success.

Future researchers can benefit from the study as it adds to the existing body of knowledge on limited career aspirations in technology and livelihood education. The study's findings can serve as a foundation for future research endeavors, allowing researchers to delve deeper into specific aspects or explore related factors that influence career aspirations in technology and livelihood education. The study can also provide insights into the effectiveness of interventions and policies implemented by the Department of Education and schools, paving the way for further research on improving career development and promoting inclusivity within technology and livelihood education and other educational domains.

- *In the context of this study, the following terms are defined as:*

- *Gender Stereotypes* refer to widely held beliefs and assumptions about the roles, behaviors, and characteristics that are typically associated with males and females. These stereotypes often perpetuate traditional and rigid expectations, assigning certain occupations, roles, and traits to specific genders, and limiting individuals' opportunities and choices based on their gender identity.
- *Career aspirations in Technology and Livelihood Education* pertain to the specific career goals, interests, and ambitions that individuals hold within the domain of technology and livelihood education. Technology and livelihood education encompasses educational programs and subjects that provide students with practical skills and knowledge related to various technical, vocational, and livelihood fields, such as technology, engineering, entrepreneurship, culinary arts, and automotive mechanics.
- *Grade 8 students* refer to individuals who are enrolled in the eighth grade of their formal education. In many educational systems, grade 8 is typically part of secondary or middle school education and is characterized by students' transition from lower grades to a more advanced and specialized curriculum. Grade 8 students are usually around 13 to 14 years old, representing a critical stage in their educational and developmental journey as they begin to explore and shape their career interests and aspirations.

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CHAPTER TWO
METHOD

This chapter presents the research methodology employed in the study. The chapter provides a detailed description of the research design, participants, data collection procedures, and data analysis methods.

A. Research Design

The research design employed in this study is a descriptive correlational research design using a survey method. This design is particularly well-suited for investigating the relationship between limited career aspirations in Technology and Livelihood Education and relevant factors within the study's scope. A descriptive correlational research design aims to describe the characteristics of a particular group and explore the relationships between variables without manipulating them. In the context of limited career aspirations in technology and livelihood education, this design allows for the collection of data on various factors and their correlation with career aspirations. By using a survey method, which involves the administration of a survey questionnaire, this design enables the efficient collection of data from a large sample of Grade 8 students. Through correlation analysis, the design enables the examination of relationships between variables, shedding light on potential associations and patterns.

B. Respondents of the Study

For this study, the survey was administered to a sample of 100 Grade 8 learners, from Mintal Comprehensive High School, who served as respondents. The sampling procedure employed in this study was simple random sampling. Simple random sampling involves selecting participants from a population in a random and unbiased manner, where each individual in the population has an equal chance of being selected for the sample (Creswell, 2014).

Simple random sampling is well-suited for this study as it ensures that every Grade 8 learner in the target population has an equal opportunity to be included in the sample. This sampling technique helps in reducing bias and increasing the representativeness of the sample, as each participant has an equal chance of being selected. By employing simple random sampling, the study aims to obtain a diverse and representative sample of Grade 8 learners, enabling generalization of the findings to the larger population of Grade 8 learners in the context of limited career aspirations in Technology and Livelihood Education.

C. Research Instrument

For the first part, the research instrument used to gather data on gender stereotypes was adapted from the work of Early and Wood (2013). Their article, "*The origins of sex differences in human behavior: Evolved dispositions versus social roles*," provides valuable insights into the development and perpetuation of gender stereotypes. By adapting their instrument, the study aims to assess the extent to which Grade 8 students perceive and internalize gender stereotypes within the context of career aspirations in Technology and Livelihood Education (TLE). Respondents will be asked to indicate their level of agreement or disagreement with each item using a Likert scale, ranging from Strongly Agree to Strongly Disagree.

Table 1 This Likert scale was used to analyze the result:

Range of Means	Description	Interpretation
4.20 – 5.00	Very Extensive	The gender stereotypes of Grade 8 students is always manifested.
3.40 -4.19	Extensive	The gender stereotypes of Grade 8 students is often manifested.
2.60 – 3.39	Moderately Extensive	The gender stereotypes of Grade 8 students is sometimes manifested.
1.80 – 2.59	Rarely Extensive	The gender stereotypes of Grade 8 students is rarely manifested.
1.00 – 1.70	Not Extensive	The gender stereotypes of Grade 8 students is never manifested.

For the second part, the survey questionnaire used in this study was adapted from the research conducted by Bleeker and Jacobs (2004) titled *"Achievement in math and science: Do mothers' beliefs matter 12 years later?"* The questionnaire is modified to align with the specific context of career aspirations in technology and livelihood education among Grade 8 students. Respondents were asked to indicate their level of agreement or disagreement with each item using a Likert scale, ranging from Strongly Agree to Strongly Disagree. This response format allows for the quantitative measurement of participants' perceptions providing valuable data for analysis and interpretation in relation to career aspirations in technology and livelihood education.

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Table 2 This Likert scale was used to analyze the result:

Range of Means	Description	Interpretation
4.20 – 5.00	Very Extensive	The career aspirations in technology and livelihood education by learners is always manifested.
3.40 -4.19	Extensive	The career aspirations in technology and livelihood education by learners is often manifested.
2.60 – 3.39	Moderately Extensive	The career aspirations in technology and livelihood education by learners is sometimes manifested.
1.80 – 2.59	Rarely Extensive	The career aspirations in technology and livelihood education by learners is rarely manifested.
1.00 – 1.70	Not Extensive	The career aspirations in technology and livelihood education is never manifested.

D. Data Gathering Procedure

The data gathering procedure for this study adhered to a systematic and ethical approach. Prior to data collection, permission was sought from the School District Superintendent to conduct the research within the designated school which is Mintal Comprehensive High School. Once the necessary approvals are obtained, the researcher will then seek permission from the school principal of the selected school to conduct the survey with the Grade 8 students.

The survey was administered in a classroom setting to ensure a conducive and controlled environment for data collection. Prior to administering the survey, the researcher will explain the purpose of the study, emphasize the voluntary nature of participation, and assure confidentiality and anonymity of responses. Informed consent forms will be provided to both the students and the students' parents or guardians, outlining the purpose of the study, the procedures involved, the voluntary nature of participation, and the confidentiality of data. It will be made clear that participants have the right to withdraw from the study at any time without any negative consequences.

The survey questionnaire was distributed to Grade 8 students, who will be provided with clear instructions on how to complete it. To ensure uniformity and clarity in responses, the Likert scale format will be used, where students will be asked to rate their agreement or disagreement with each item on a scale ranging from Strongly Agree to Strongly Disagree. The researcher was present during the survey administration to address any questions or concerns raised by the students.

Ethical considerations were prioritized throughout the data gathering process. Confidentiality and anonymity will be strictly maintained, ensuring that no personally identifiable information is linked to the survey responses. The data collected were treated with utmost confidentiality and stored securely, accessible only to authorized members of the research team. The study complied with ethical guidelines and regulations, ensuring the protection and well-being of the participants throughout the research process.

E. Data Analysis

In this study, the researcher employed several statistical tools to analyze the date to be gathered These tools include the mean, Pearson correlation coefficient (r), and regression analysis.

- *Mean.*

This was used to analyze the extent of gender stereotype and career aspirations in technology and livelihood education of Grade 8 students.

- *Pearson Correlation Coefficient (r).*

This was employed to assess the relationships between gender stereotype and career aspirations in technology and livelihood education of Grade 8 students. The correlation analysis will indicate whether there are significant positive or negative associations between these variables, helping to identify which factors are most strongly related to career aspirations in technology and livelihood education.

- *Regression Analysis.*

This was utilized to determine which among the indicators of gender stereotype significantly influence/s career aspirations in technology and livelihood education of Grade 8 students.

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CHPATER THREE
RESULTS AND DISCUSSIONS

Chapter 3 delves into the methodology employed to investigate the interplay between gender stereotypes and career aspirations among Grade 8 students in the realm of Technology and Livelihood Education (TLE).

➢ *Extent of Gender Stereotypes of Grade 8 Students in terms of Occupational Segregation*

Table 3 Extent of Gender Stereotypes of Grade 8 Students in Terms of Occupational Segregation

Statements	Mean	SD	Description
1. In my opinion, certain careers are more suitable for men than women in the field of Technology and Livelihood Education.	3.76	1.02	Extensive
2. Men and women tend to have different strengths and abilities that make them more suitable for specific careers in Technology and Livelihood Education.	3.48	0.99	Extensive
3. I believe that the division of careers between men and women in Technology and Livelihood Education is influenced by societal expectations and stereotypes.	3.44	1.13	Extensive
4. Gender plays a significant role in determining the types of careers individuals choose in the field of Technology and Livelihood Education.	3.54	1.11	Extensive
5. Individuals should be obliged to pursue any career they desire, based on their gender in Technology and Livelihood Education.	3.44	0.91	Extensive
Overall	**3.53**	**0.51**	**Extensive**

The statement with the highest mean, "*In my opinion, certain careers are more suitable for men than women in the field of Technology and Livelihood Education,"* reflects an extensive agreement among Grade 8 students (Mean = 3.76). Conversely, the statement with the lowest mean, *"I believe that the division of careers between men and women in Technology and Livelihood Education is influenced by societal expectations and stereotypes,"* garnered a moderately extensive agreement (Mean = 3.44). The overall mean for the extent of gender stereotypes related to occupational segregation in Technology and Livelihood Education is 3.53, signifying a generally extensive perception among students. This means that the gender stereotypes of Grade 8 students is often manifested.

These results are in line with Santos et al.'s study (2017), which highlighted the impact of gender stereotypes on career aspirations. Santos et al. found that societal expectations significantly influence the perception of suitable careers for each gender, contributing to the perpetuation of occupational segregation. The study by Nguyen and Smith (2020) further emphasized the relevance of addressing gender stereotypes, as they hinder opportunities for students to explore diverse career paths in TLE. The obtained mean scores mirror the belief that gender plays a significant role in career selection, resonating with the findings of both previous studies.

The substantial mean scores on the statements related to inherent strengths and abilities associated with specific genders are consistent with the work of Eagly and Wood (2013), who explained that gender stereotypes often attribute distinct qualities to men and women, shaping perceptions of career suitability. The participants' acknowledgment of societal influences on career divisions aligns with the findings of Nguyen and Smith (2020), who highlighted the role of societal expectations in shaping career aspirations. These connections between the current study's results and existing literature underscore the need for interventions to challenge and mitigate gender stereotypes, promoting more inclusive and diverse career aspirations among Grade 8 students in TLE.

➢ *Extent of Gender Stereotypes of Grade 8 Students in terms of Role Expectations*

In Table 2, the statement with the highest mean, *"Traditional gender roles and expectations shape the career choices of individuals in Technology and Livelihood Education,"* demonstrates extensive agreement among Grade 8 students (Mean = 3.74). Correspondingly, the statement with the lowest mean, "*Men and women should have different opportunities to pursue any career in the field of Technology and Livelihood Education, regardless of societal expectations,"* garnered a similar extensive agreement (Mean = 3.54). Overall, the combined mean for role expectations in terms of gender stereotypes in Technology and Livelihood Education was 3.67, with a description of extensive. This means that the gender stereotypes of Grade 8 students is often manifested.

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Table 4 Extent of Gender Stereotypes of Grade 8 Students in Terms of Role Expectations

Statements	Mean	SD	Description
1. Traditional gender roles and expectations shape the career choices of individuals in Technology and Livelihood Education.	3.74	1.24	Extensive
2. Society expects men and women to have different career aspirations in the field of Technology and Livelihood Education.	3.74	1.14	Extensive
3. I believe that gender stereotypes influence the perceived abilities and roles individuals should have in Technology and Livelihood Education careers.	3.68	1.08	Extensive
4. Men and women should have different opportunities to pursue any career in the field of Technology and Livelihood Education, regardless of societal expectations.	3.54	0.97	Extensive
5. I think that individuals should adhere to gender stereotypes when making career choices in Technology and Livelihood Education.	3.66	1.22	Extensive
Overall	**3.67**	**0.54**	**Extensive**

The findings from Table 4 reveal the extent of gender stereotypes among Grade 8 students concerning role expectations within the context of Technology and Livelihood Education (TLE). This finding suggests that Grade 8 students recognize the impact of societal expectations in shaping their career aspirations within the TLE domain. This score suggests a prevailing belief among learners that individuals should not feel obligated to conform to traditional gender roles when making career choices in TLE. Connecting these results to the literature, the extensive presence of gender stereotypes among Grade 8 students aligns with the insights from Santos et al.'s (2017) study, emphasizing the role of societal expectations in shaping career choices. The findings resonate with the work of Bleeker and Jacobs (2004), who highlighted the long-lasting impact of parental beliefs on career aspirations. These connections underscore the significance of addressing role expectations and gender stereotypes in fostering more inclusive and equitable career pathways in TLE.

- *Extent of Gender Stereotypes of Grade 8 Students in terms of Differential Treatment in Education*

It can be seen in Table 5 that the statement with the highest mean, *"Gender biases and stereotypes improve the educational experiences and opportunities of students in the field of Technology and Livelihood Education,"* received a description of extensive (Mean = 3.86). In contrast, the statement with the lowest mean, *"Teachers and educators treat male and female students differently when it comes to career guidance in Technology and Livelihood Education,"* garnered a moderately extensive mean (Mean = 3.36). Overall, the students' mean perception of differential treatment in education within Technology and Livelihood Education was 3.60, indicating an extensive consensus among the students.

Table 5 Extent of Gender Stereotypes of Grade 8 Students in terms of Differential Treatment in Education

Statements	Mean	SD	Description
Teachers and educators treat male and female students differently when it comes to career guidance in Technology and Livelihood Education.	3.36	1.16	Moderately Extensive
I believe that schools and educational institutions should provide different opportunities and support to students based on genders in pursuing careers in Technology and Livelihood Education.	3.64	1.06	Extensive
Gender biases and stereotypes improve the educational experiences and opportunities of students in the field of Technology and Livelihood Education.	3.86	1.26	Extensive
Schools should actively promote and encourage gender diversity in Technology and Livelihood Education by promoting biases and stereotypes.	3.68	1.20	Extensive
I feel that students of all genders should have access to different resources and opportunities in Technology and Livelihood Education.	3.44	1.18	Extensive
Overall	**3.60**	**0.53**	**Extensive**

The extensive presence of gender stereotypes and beliefs in differential treatment aligns with research by Eagly and Wood (2013), who discussed the impact of societal roles and expectations on educational experiences. The results resonate with the insights provided by the study of Smith et al. (2019), underlining the need to challenge biases and ensure equitable opportunities for students across genders. These connections underline the importance of addressing differential treatment and gender biases to create an inclusive and equitable learning environment in TLE. This means that the gender stereotypes of Grade 8 students is often manifested.

- *Extent of Gender Stereotypes of Grade 8 Students in terms of Media Representations and Stereotyping*

The statement with the highest mean, "*I believe that the media has a significant influence on shaping perceptions of suitable careers for men and women in the field of Technology and Livelihood Education,"* obtained extensive agreement (Mean = 3.56). Conversely, the statement with the lowest mean, *"Media representations of careers in Technology and Livelihood Education reinforce traditional gender roles and stereotypes,"* received moderately extensive agreement (Mean=3.38). Overall, the students' mean perception of media representations and stereotyping in Technology and Livelihood Education was 3.46, indicating a generally extensive consensus among the students.

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Table 6 Extent of Gender Stereotypes of Grade 8 Students in terms of Media Representations and Stereotyping

Statements	Mean	SD	Description
1. Media representations of careers in Technology and Livelihood Education reinforce traditional gender roles and stereotypes.	3.38	1.07	Moderately Extensive
2. I believe that the media has a significant influence on shaping perceptions of suitable careers for men and women in the field of Technology and Livelihood Education.	3.56	1.25	Extensive
3. The media should portray a diverse range of gender representations and career options in Technology and Livelihood Education.	3.36	1.03	Extensive
4. I feel that media representations should challenge gender stereotypes and encourage individuals to pursue any career in Technology and Livelihood Education.	3.58	1.07	Extensive
5. The media plays a role in shaping society's expectations and beliefs about suitable careers based on gender in Technology and Livelihood Education.	3.42	1.09	Extensive
Overall	**3.46**	**0.58**	**Extensive**

This result implies that Grade 8 students perceive media as influential in forming societal views on gender-specific career options. Linking these findings to literature, the extensive presence of gender stereotypes concerning media representations aligns with the insights provided by Aikaterini et al. (2018), who emphasized media's influence on shaping perceptions of gender roles. The results also resonate with the work of Cruwys et al. (2016), which discussed the media's role in perpetuating traditional gender norms. These connections underscore the significance of promoting diverse and equitable media representations to challenge gender stereotypes and encourage varied career aspirations in TLE.

➢ *Extent of Gender Stereotypes of Grade 8 Students in terms of Media Representations and Stereotyping*

The findings presented in Table 5 illuminate the extent of gender stereotypes among Grade 8 students concerning limited career aspirations within the realm of Technology and Livelihood Education (TLE).

Table 7 Extent of Gender Stereotypes of Grade 8 Students in terms of Media Representations and Stereotyping

Statements	Mean	SD	Description
1. Many individuals limit their career aspirations in Technology and Livelihood Education based on gender expectations and stereotypes.	3.54	1.16	Extensive
2. I believe that individuals should be encouraged to pursue their career interests and passions, regardless of societal expectations in Technology and Livelihood Education.	3.58	1.07	Extensive
3. Gender stereotypes influence the career choices and aspirations of students in the field of Technology and Livelihood Education.	3.58	1.11	Extensive
4. Students should have access to information and role models that broaden their perspectives and possibilities in Technology and Livelihood Education careers.	3.46	1.20	Extensive
5. It is important to challenge gender stereotypes and encourage students of all genders to explore diverse career options in Technology and Livelihood Education.	3.70	1.11	Extensive
Overall	**3.57**	**0.47**	**Extensive**

The statement with the highest mean, *"It is important to challenge gender stereotypes and encourage students of all genders to explore diverse career options in Technology and Livelihood Education,"* resonated as an extensively agreed upon notion among Grade 8 students (Mean = 3.70). In contrast, the statement with the lowest mean, "*Students should have access to information and role models that broaden their perspectives and possibilities in Technology and Livelihood Education careers,"* received an extensive agreement (Mean = 3.46). Overall, the mean perception of students regarding gender stereotypes in the context of media representations and its influence on career choices in Technology and Livelihood Education was 3.57, suggesting an extensive consensus among the students. This means that the gender stereotypes of Grade 8 students is often manifested.

The extensive presence of gender stereotypes regarding limited career aspirations resonates with the insights of Santos et al. (2017), who emphasized the influence of societal expectations on career choices. These findings echo the work of Hewlett et al. (2013), who discussed the importance of role models and diverse perspectives in broadening career options. These connections underscore the significance of interventions that challenge stereotypes and empower students to explore diverse career paths in TLE.

➢ *Summary of the Extent of Gender Stereotypes of Grade 8 Students*

Table 8 encapsulates a comprehensive summary of the extent of gender stereotypes among Grade 8 students across various dimensions within the sphere of Technology and Livelihood Education (TLE). The mean scores for each indicator, ranging from 3.46 to 3.67, with an overall mean score of 3.57, consistently signify an extensive presence of gender stereotypes in the perceptions of the participants.

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Table 8 Summary of the Extent of Gender Stereotypes of Grade 8 Students

Indicators	Mean	SD	Description
Occupational Segregation	3.53	0.51	Extensive
Role Expectations	3.67	0.54	Extensive
Differential Treatment in Education	3.60	0.53	Extensive
Media Representations and Stereotyping	3.46	0.58	Extensive
Limited Career Aspirations	3.57	0.47	Extensive
Overall	**3.57**	**0.22**	**Extensive**

In terms of Occupational Segregation, the mean score of 3.53 (SD = 0.51) indicates that students widely recognize the extensive belief in specific careers being more suitable for particular genders within TLE. For Role Expectations, the mean score of 3.67 (SD = 0.54) highlights the extensive nature of beliefs about gender-specific roles and expectations influencing career choices in TLE.Regarding Differential Treatment in Education, the mean score of 3.60 (SD = 0.53) signifies the participants' extensive awareness of perceived differences in treatment based on gender, particularly in the realm of career guidance within TLE.

In terms of Media Representations and Stereotyping, the mean score of 3.46 (SD = 0.58) underscores the extensive presence of gender stereotypes perpetuated by media portrayals of careers in TLE. For Limited Career Aspirations, the mean score of 3.57 (SD = 0.47) indicates an extensive recognition among Grade 8 students of the influence of gender expectations on constraining career aspirations within TLE. The overall mean score of 3.57 (SD = 0.22) emphasizes the comprehensive nature of gender stereotypes prevalent among Grade 8 students, highlighting the need for concerted efforts to challenge these stereotypes and promote more diverse and inclusive career pathways within TLE.

The findings from Table 8 resonate with the insights provided by various scholars (Santos et al., 2017; Eagly & Wood, 2013; Bleeker & Jacobs, 2004) who have explored the impact of gender stereotypes on career aspirations and choices. These connections underscore the importance of interventions to address gender biases and encourage equitable and diverse career pathways within TLE.

- *Extent of Career Aspirations in Technology and Livelihood Education of Grade 8 Students in terms of Perceived Suitability of Careers*

Among Grade 8 students, the statement reflecting the highest mean, *"I believe that I have a clear understanding of the career options available in Technology and Livelihood Education,"* garnered an extensive agreement (Mean = 3.62). On the other hand, the statement with the lowest mean, "*I believe that certain careers in Technology and Livelihood Education are well-suited for individuals with specific skills and interests,"* received a moderately extensive agreement (Mean = 3.24). The overall mean perception of students regarding their career aspirations in Technology and Livelihood Education in terms of the perceived suitability of various careers was 3.48, indicating an extensive consensus among the students.

Table 9 Extent of Career Aspirations in Technology and Livelihood Education of Grade 8 Students in terms of Perceived Suitability of Careers

Statements	Mean	SD	Description
1. I believe that certain careers in Technology and Livelihood Education are well-suited for individuals with specific skills and interests.	3.24	1.02	Moderately Extensive
2. Different careers in Technology and Livelihood Education require distinct aptitudes and abilities, and some may be more suitable for me than others.	3.52	0.99	Extensive
3. I consider some Technology and Livelihood Education careers to be more appropriate for individuals of a certain gender.	3.56	1.13	Extensive
4. I believe that I have a clear understanding of the career options available in Technology and Livelihood Education.	3.62	1.07	Extensive
5. I feel confident about choosing a career in Technology and Livelihood Education that aligns with my skills and interests.	3.44	1.25	Extensive
Overall	**3.48**	**0.50**	**Extensive**

The findings from Table 9 are consistent with the insights of Bandura (1997), who emphasized the significance of self-efficacy in career decision-making, and Lent et al. (2014), who discussed the importance of perceived fit between individuals and careers. These connections underscore the value of nurturing students' self-confidence and awareness in pursuing suitable and fulfilling careers within TLE.

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- *Extent of Career Aspirations in Technology and Livelihood Education of Grade 8 Students in terms of Perceived Suitability of Careers*

The statement that garnered the highest mean, *"I am enthusiastic about the potential opportunities and advancements in Technology and Livelihood Education careers,"* received extensive agreement (Mean = 3.54). Conversely, the statements reflecting the lowest mean, *"I am confident in my abilities to succeed in a career in Technology and Livelihood Education"* and *"I believe that I have the necessary skills and knowledge to pursue a successful career in Technology and Livelihood Education,"* both shared a moderately extensive agreement (Mean = 3.26). In terms of the overall perception of students' career aspirations, the mean was 3.36, indicating a moderately extensive consensus among the students. This means that the career aspirations in technology and livelihood education by learners is often manifested.

Table 10 Extent of Career Aspirations in Technology and Livelihood Education of Grade 8 Students in terms of Perceived Suitability of Careers

Statements	Mean	SD	Description
1. I am confident in my abilities to succeed in a career in Technology and Livelihood Education.	3.26	1.24	Moderately Extensive
2. I believe that I have the necessary skills and knowledge to pursue a successful career in Technology and Livelihood Education.	3.26	1.14	Moderately Extensive
3. I feel that I have the support and resources needed to achieve my career goals in Technology and Livelihood Education.	3.42	1.11	Extensive
4. I am enthusiastic about the potential opportunities and advancements in Technology and Livelihood Education careers.	3.54	1.20	Extensive
5. I feel empowered to break stereotypes and challenge barriers in pursuing a career in Technology and Livelihood Education.	3.34	1.22	Moderately Extensive
Overall	**3.36**	**0.51**	**Moderately Extensive**

These findings resonate with the insights of Lent et al. (2020), who discussed the significance of self-efficacy beliefs in influencing career aspirations, and Eccles (2009), who emphasized the importance of support and resources in fostering career interests. These connections highlight the importance of nurturing students' confidence, enthusiasm, and empowerment to pursue fulfilling TLE careers. Likewise, Lent, Brown, and Hackett (2021) emphasize the importance of self-efficacy beliefs in shaping career aspirations and choices, indicating the need for interventions to enhance students' confidence in pursuing careers in Technology and Livelihood Education. These results underscore the significance of promoting supportive environments that nurture students' confidence and competence in pursuing careers in this field.

Similarly, Smith and Johnson (2022) highlight the role of parental influence in shaping students' career aspirations, suggesting that interventions should consider involving parents to counteract gender biases and stereotypes in Technology and Livelihood Education. This aligns with the present study's findings, underscoring the importance of holistic approaches involving both educational institutions and families to foster unbiased career choices among students.

- *Extent of Career Aspirations in Technology and Livelihood Education of Grade 8 Students in terms of Perceived Suitability of Careers*

The statement with the highest mean, *"I believe that there are ample job opportunities and growth prospects in the field of Technology and Livelihood Education"* garnered an extensive agreement (Mean = 3.64). This resonates with findings from prior research by Watt and Richardson (2007), highlighting the significance of students' awareness of job prospects for their career motivation. Conversely, the statement with the lowest mean, "*I am aware of the various specializations and pathways within the field of Technology and Livelihood Education,"* received a moderately extensive agreement (Mean = 3.14). This suggests a potential need for enhanced awareness programs to broaden students' understanding of the diverse opportunities within TLE careers.

The overall mean for perceived suitability of careers is 3.40, signifying a generally extensive perception among students. This aligns with the insights of Guan et al. (2015), emphasizing the importance of students' positive perceptions of career opportunities for enhancing their career development and engagement.

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Table 11 Extent of Career Aspirations in Technology and Livelihood Education of Grade 8 Students in terms of Perceived Suitability of Careers

Statements	Mean	SD	Description
1. I believe that there are ample job opportunities and growth prospects in the field of Technology and Livelihood Education.	3.64	1.16	Extensive
2. Technology and Livelihood Education offers diverse and rewarding career paths for individuals with different interests and abilities.	3.36	1.06	Moderately Extensive
3. I am aware of the various specializations and pathways within the field of Technology and Livelihood Education.	3.14	1.26	Moderately Extensive
4. I feel optimistic about the availability of internships, apprenticeships, or practical experiences in Technology and Livelihood Education.	3.32	1.20	Moderately Extensive
5. I perceive that Technology and Livelihood Education careers can provide stability and financial security in the future.	3.56	1.18	Extensive
Overall	**3.40**	**0.53**	**Extensive**

These findings align with the insights of Guichard (2015), who emphasized the significance of a sense of opportunities and stability in influencing career decisions, and Gottfredson's theory of circumscription and compromise (2022), which discusses the role of perceived occupational prestige and financial rewards in shaping career aspirations. These connections highlight the importance of nurturing students' understanding of the varied prospects and advantages within TLE careers.

- *Summary of the Extent of Career Aspirations in Technology and Livelihood Education of Grade 8 Students*

Table 12 presents a comprehensive synthesis of Grade 8 students' career aspirations in the domain of Technology and Livelihood Education (TLE), encompassing various facets of their outlook. The mean scores for each indicator, ranging from 3.36 to 3.48, with an overall mean score of 3.42, collectively reflect an extensive level of career aspirations among the participants.

Table 12 Summary of the Extent of Career Aspirations in Technology and Livelihood Education of Grade 8 Students

Indicators	Mean	SD	Description
Perceived Suitability of Careers	3.48	0.50	Extensive
Confidence in Pursuing Technology and Livelihood Education Careers	3.36	0.51	Moderately Extensive
Perceptions of Opportunities	3.40	0.53	Extensive
Overall	**3.42**	**0.30**	**Extensive**

These findings resonate with the insights of Lent et al. (2000), who discussed the influence of self-efficacy, awareness, and opportunities on career aspirations, and Gottfredson (1981), who proposed the importance of congruence between individuals and their environments in shaping career choices. These connections underscore the significance of nurturing students' self-confidence, awareness, and optimism in fostering meaningful and fulfilling career trajectories within TLE.

These findings correspond with recent research by Guan and Porfeli (2020), which emphasizes the role of perceived suitability, confidence, and awareness of opportunities in influencing students' career aspirations. This suggests the importance of nurturing students' self-confidence and providing comprehensive information about the potential career paths within Technology and Livelihood Education to encourage informed decision-making.

- *Test of Relationship Between Gender Stereotypes and Career Aspirations in Technology and Livelihood Education of Grade 8 students*

The Pearson Product Moment Correlation was used to test if there is a significant relationship between Gender Stereotypes and Career Aspirations in Technology and Livelihood Education of Grade 8 students at a 0.05 Level of Significance.

Table 13 Test of Relationship Between Gender Stereotypes and Career Aspirations in Technology and Livelihood Education of Grade 8 students

Variables	Mean	SD	R	R^2	Degree of Relationship	p-value	Decision @ a 0.05 Level
Gender Stereotypes	3.57	0.22	– 0.766	0.587	Very High Negative (Inverse) Relationship	0.00	Significant (Reject Ho)
Career Aspirations in Technology and Livelihood Education	3.42	0.30					

The results show that there is a significant Very High Negative (Inverse) Relationship (R: – 0.766, $p<0.05$) between Gender Stereotypes and Career Aspirations in Technology and Livelihood Education among Grade 8 students at a 0.05 level of significance. The results imply that higher level of gender stereotyping would contribute to lower career aspirations among Grade 8 students. Moreover, lowering the extent of gender stereotyping is beneficial to better career aspirations among Grade 8 students. The results also imply that 58.7 percent (R^2: 0.587) of the variance or changes in Grade 8 students' career orientations can be

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attributed or accounted for by extent of gender stereotyping.

These findings demonstrate a strong inverse relationship between Gender Stereotypes and Career Aspirations in TLE among Grade 8 students. The substantial negative correlation suggests that as Gender Stereotypes increase, Career Aspirations in TLE decrease. This outcome aligns with the insights of previous studies (Eccles, 2007; Lent et al., 2000), which have highlighted the influential role of stereotypes in shaping individuals' career aspirations.

Furthermore, the findings reveal that 58.7 percent of the variance in Grade 8 students' career orientations can be attributed to the extent of gender stereotyping (R2: 0.587). This highlights the substantial influence that gender stereotypes hold over students' perceptions and ambitions. Lowering the prevalence of gender stereotyping emerges as a critical step to foster improved career aspirations among Grade 8 students. This aligns with the recommendations of Guan and Porfeli (2020), emphasizing the importance of creating an environment that challenges stereotype and fosters positive career attitudes.

- *Indicators of Gender Stereotypes that Significantly Influences the Grade 8 Students' Career Aspirations in Technology and Livelihood Education*

The Stepwise Multiple Linear Regression Model was used to determine the indicators of Gender Stereotypes that Significantly Influences the Grade 8 Students' ***Career Aspirations in Technology and Livelihood Education*** at a 0.05 level of significance.

Table 14 Indicators of Gender Stereotypes that Significantly Influences the Grade 8 Students' ***Career Aspirations in Technology and Livelihood Education***

Indicators of Gender Stereotypes	B	SE	Beta	t-stat	p-value	Decision @ a 0.05 Level
(Constant)	7.20	0.39		18.29	0.00	Significant
Differential Treatment in Education	– 0.40	0.05	-0.70	8.82	0.00	Significant
Limited Career Aspirations	– 0.21	0.05	-0.32	4.03	0.00	Significant
Role Expectations	– 0.17	0.04	-0.31	3.85	0.00	Significant
Occupational Segregation	– 0.16	0.05	-0.24	3.37	0.00	Significant
Media Representations and Stereotyping	– 0.13	0.04	-0.24	-3.05	0.00	Significant
Regression Model:						
Career Aspiration = 7.20 – 0.40(Differential Treatment in Education) – 0.21(Limited Career Aspirations) – 0.17(Role Expectation) – 0.16(Occupational Segregation) – 0.13 (Media Representations and Stereotyping)						
F: 24.17, R: 0.856, R^2: 0.733, p: 0.00						

The results show that all indicators of Gender Stereotypes (F: 24.17, p<0.05) significantly negatively (inverse) influence the Grade 8 Students' ***Career Aspirations in Technology and Livelihood Education*** at a 0.05 level of significance.

The results imply that lowering the extent of gender stereotyping would result to a higher extent of ***Career Aspirations in Technology and Livelihood Education among Grade 8 Students. Furthermore, increasing the extent of gender stereo typing in terms of*** Differential Treatment in Education (B: – 0.40, p<0.05), Limited Career Aspirations (B: – 0.21, p<0.05), Role Expectations (B: – 0.16, p<0.05), Occupational Segregation (B: –0.16, p<0.05), and Media Representations and Stereotyping (B: – 0.14, p<0.05) would result to a lower extent of Career Aspirations in ***Technology and Livelihood Education among Grade 8 Students.***

The outcomes presented in Table 13 reveal a significant connection between various indicators of Gender Stereotypes and Grade 8 students' Career Aspirations in Technology and Livelihood Education (TLE). These results align with previous research that has emphasized the pivotal role of gender stereotypes in shaping individuals' career aspirations.

The negative influence of Differential Treatment in Education on career aspirations resonates with the insights of Eccles (2007), who discussed the impact of gendered educational experiences on individuals' career choices. The substantial influence of Limited Career Aspirations concurs with Gottfredson's theory (1981) of circumscription and compromise, which suggests that individuals' career aspirations can be constrained by societal expectations. The negative impact of Role Expectations is in line with research by Su et al. (2019), who highlighted the role of gender roles in influencing career decisions. The significant effect of Occupational Segregation echoes findings by Buddeberg-Fischer et al. (2006), who explored the impact of gender-based career segregation. Lastly, the negative influence of Media Representations and Stereotyping aligns with studies by Bussey and Bandura (1999), emphasizing the role of media in shaping perceptions. These outcomes collectively underscore the complexity of gender stereotypes in shaping students' career aspirations within TLE. Addressing these aspects is crucial to promoting equitable and diverse career pathways and nurturing students' confidence in pursuing TLE careers.

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CHAPTER FOUR
CONCLUSIONS AND RECOMMENDATIONS

This chapter aims to provide valuable insights conclusions and recommendations about the relationship between gender stereotypes, career aspirations, and perceptions of Technology and Livelihood Education (TLE) among the participants.

The study investigated which among the indicators of gender stereotype significantly influences career aspirations in technology and livelihood education of Grade 8 students. Specifically, it investigated the extent of gender stereotypes of Grade 8 students in terms of Occupational Segregation, Stereotypical Role Expectations, Differential Treatment in Education, and Media Representations Stereotyping, and 1.5 Limited Career Aspirations. Likewise, it determined the the extent of career aspirations in technology and livelihood education of Grade 8 students in terms of Perceived Suitability of Careers, Confidence in Pursuing technology and livelihood education Careers; and Perceptions of Opportunities. It also looked into the relationship between gender stereotypes and career aspirations in technology and livelihood education of Grade 8 students and identified wich among the indicators of gender stereotypes significantly influences career aspirations in technology and livelihood education of Grade 8 students.

The research design employed in this study is a descriptive correlational research design using a survey method. For this study, the survey was administered to a sample of 100 Grade 8 learners, from Mintal Comprehensive High School, who served as respondents. The sampling procedure employed in this study was simple random sampling. For the first part, the research instrument used to gather data on gender stereotypes was adapted from the work of Eagly and Wood (2013). For the second part, the survey questionnaire used in this study was adapted from the research conducted by Bleeker and Jacobs (2004) Respondents were asked to indicate their level of agreement or disagreement with each item using a Likert scale, ranging from Strongly Agree to Strongly Disagree. The researcher employed several statistical tools to analyze the date to be gathered. These tools include the mean, Pearson correlation coefficient (r), and regression analysis.

- *Results of the statistical analysis are as follows:*

The results for the extent of Gender Stereotypes among Grade 8 students in terms of various indicators reflect consistent patterns across the indicators. Students' perceptions of Occupational Segregation, Role Expectations, Differential Treatment in Education, Media Representations and Stereotyping, and Limited Career Aspirations all indicate an extensive presence of gender stereotypes in these areas.

The results for Grade 8 students' career aspirations within Technology and Livelihood Education (TLE) depict that students perceive careers in TLE as significantly suitable and express confidence in pursuing these careers. Additionally, their perceptions of opportunities indicate a positive outlook on potential pathways. The overall mean score suggests an extensive inclination towards career aspirations in TLE. These findings collectively reflect students' favorable attitudes towards TLE careers, highlighting their perceived suitability, confidence, and opportunities within this field.

The negative correlation (R = -0.766) and the substantial coefficient of determination (R2 = 0.587) highlight a very high inverse relationship between these two variables. The p-value of 0.00 further reinforces the significance of this relationship. These findings suggest that as gender stereotypes increase, career aspirations in TLE tend to decrease significantly among the students. Thus, the study decisively rejects the null hypothesis and underscores the critical influence of gender stereotypes on shaping students' career aspirations within the realm of TLE.

The regression model reveals notable coefficients for each indicator, demonstrating their individual contributions to shaping career aspirations. The constant term (B = 7.20) signifies the baseline level of career aspiration. Among the gender stereotype indicators, Differential Treatment in Education (B = -0.40), Limited Career Aspirations (B = -0.21), Role Expectations (B = -0.17), Occupational Segregation (B = -0.16), and Media Representations and Stereotyping (B = -0.13) all exhibit negative coefficients, underlining their negative impact on career aspirations. The overall model, as indicated by F = 24.17 and the goodness-of-fit parameters (R = 0.856, R2 = 0.733), demonstrates the model's robustness in explaining the variations in career aspirations. With a p-value of 0.00, the model proves statistically significant, underscoring the collective impact of these indicators on shaping career aspirations.

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A. Conclusions

- *Based on the results of the study, the following are concluded:*

The findings vividly highlighted the pervasive influence of gender stereotypes on students' career aspirations, underscoring the extensive presence of stereotypes across indicators such as Occupational Segregation, Role Expectations, Differential Treatment in Education, Media Representations and Stereotyping, and Limited Career Aspirations. These results align with existing literature that emphasizes the profound impact of gender stereotypes on shaping individuals' career decisions.

The students' perceived suitability of careers, confidence in pursuing TLE careers, and positive perceptions of opportunities accentuate their receptive stance towards TLE pathways. These optimistic perspectives are valuable indicators of students' readiness to engage in TLE careers, signifying a promising direction for the development of future professionals in this field.

The strong negative correlation reveals that as gender stereotypes intensify, the students' inclination towards TLE careers notably diminishes. This outcome emphasizes the pressing need to address and counter gender stereotypes to foster more equitable and diverse career aspirations among the students.

The regression model underscores the substantial role of Differential Treatment in Education, Limited Career Aspirations, Role Expectations, Occupational Segregation, and Media Representations and Stereotyping in shaping students' career aspirations. These findings provide a foundation for targeted interventions that challenge these stereotypes and promote more inclusive and equitable career pathways in TLE.

B. Recommendations

- *Based on the conclusions, the following are recommended.*

Department of Education officials may find this study invaluable as it sheds light on the intricate interplay between gender stereotypes and students' career aspirations within Technology and Livelihood Education. These insights can aid in formulating policies and curriculum enhancements that challenge traditional norms, fostering an environment where all students have equal opportunities to explore diverse career paths.

School heads may directly apply the outcomes of this study to their institutions. By understanding the significant influence of gender stereotypes on students' career choices in the field of Technology and Livelihood Education, school heads can design targeted interventions that promote a more inclusive and supportive learning environment. These interventions may involve awareness campaigns, mentorship programs, and curriculum adjustments that help students transcend preconceived gender-based limitations.

Teachers may immediately benefit from this study's findings by integrating them into their teaching practices. Armed with knowledge about the impact of gender stereotypes on students' career aspirations, teachers can provide more personalized and bias-free guidance, encouraging students to consider a wider range of options within Technology and Livelihood Education. This awareness can also prompt educators to engage in open conversations about stereotypes, fostering critical thinking and empowering students to make informed choices.

For students, this study may offer a transformative potential. By recognizing the extent to which gender stereotypes affect their career aspirations, students can take proactive steps to break free from these limitations. The insights gained can boost their confidence, encourage them to explore diverse career paths, and equip them to challenge societal norms, ultimately enabling them to pursue their true passions and potentials.

Future researchers may find this study a rich source of inspiration and a steppingstone for further investigations. The relationships uncovered between gender stereotypes and career aspirations open doors for deeper explorations into the mechanisms underlying these dynamics. Armed with this foundational understanding, future researchers can delve into nuanced aspects, conduct longitudinal studies, and develop interventions that could reshape educational and societal norms surrounding gender and careers in Technology and Livelihood Education.

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APPENDICES

A. ENDORSEMENT OF THE DEAN

THE RIZAL MEMORIAL COLLEGES, INC
GRADUATE SCHOOL
RMC Buildings, Purok 5, Lopez Jaena& F. Torres, Sts,
Barangay 8-A Poblacion District, Davao City

OFFICE OF THE DEAN GRADUATE SCHOOL

DepEd-Davao City Division RECORDS 347907 2608 JUN 21 2023

July 19, 2021

REYNANTE A. SOLITARIO, CESO VI
Schools Division Superintendent
Division of Davao City

Sir:

This is to respectfully endorse the request for permission of **MS. AGNES S. VIRTUDAZO** a candidate for master's degree to conduct a study entitled **"THE INFLUENCE OF GENDER STEREOTYPE ON THE CAREER ASPIRATIONS IN TECHNOLOGY AND LIVELIHOOD EDUCATION OF GRADE 8 STUDENTS"** in partial fulfillment for the course leading to the degree of Master of Arts in Educational Management (MA-EM).

Ms. Virtudazo will coordinate with the school heads to avoid disruption of classes and office functions and that no government funds must be used in the course of the study.

Attached is also our information protocol on how to accomplish a research endeavor during these pandemic times.

Your support and concern for the educational growth of **Ms. Virtudazo** is greatly appreciated.

Very truly yours,

PABLO P. BUSQUIT, PhD, FRIEdr-
Dean, Graduate School

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B. PERMISSION LETTER FROM THE DIVISION OFFICE

Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF DAVAO CITY

Office of the Schools Division Superintendent

June 22, 2023

Agnes S. Virtudazo
Proponent
Rizal Memorial Colleges, Inc
Lopez Jaena & F. Torres Street
Davao City

Dear Ms. Virtudazo:

This has reference to your letter received by this Office on June 22, 2023, requesting permission to conduct a research study, this Division, as a requirement for the study entitled **"The Influence of Gender Stereotype on the Career Aspirations in Technology and Livelihood"**.

In this connection, permission is hereby granted provided the following conditions are met:

1. That COVID-19 health and safety precautions shall be strictly observed;
2. That prior arrangement with the school administrator be made;
3. That classes shall not be disrupted;
4. That all expenses relative to the activity shall be borne by the researcher;
5. That explicit consent and assent be obtained in writing from each participant prior to their participation in the research;
6. That participant must be informed of voluntary participation, that answer to specific questions may be withheld without penalty and that they may withdraw from the research at any time;
7. That participant should receive a full disclosure of the nature of the study, the risks, benefits, and alternatives, with an extended opportunity to ask questions;
8. That participant should receive assistance from any form of anxiety they experience throughout the research and thereafter;
9. That CONFIDENTIALITY and ANONYMITY of the personally identifiable information will be maintained throughout the research and thereafter; and
10. That this office shall be furnished with the result of this study.

Very truly yours,

DepEd-Davao City Division RECORDS SECTION RELEASED JUN 26 2023

REYNANTE A. SOLITARIO, CESO VI
Schools Division Superintendent

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C. PERMISSION LETTER FROM THE SCHOOL HEADS

RIZAL MEMORIAL COLLEGES
GRADUATE SCHOOL
RMC Buildings, Purok 5, Lopez-Jaena & Torres Sts.
Barangay 8-A Poblacion
Disctrict, Davao City
Tel. No. 300-71-73

LYDIA V. AMPO
Public Schools Cluster 6 Supervisor
Mintal Comprehensive High School
Mintal, Davao City
Davao Del Sur 8000

Ma'am:

Greetings!

I am pleased to inform you that I am about to defend my graduate thesis leading to the degree of Master of Arts in Educational Management at Rizal Memorial Colleges.

In view of this, may I ask permission from your good office to allow me to conduct my research entitled **"THE INFLUENCE OF GENDER STEREOTYPE ON THE CAREER ASPIRATIONS IN TECHNOLOGY AND LIVELIHOOD"** to conduct interviews to the selected grade-8 students.

May this request be given favorable action for the realization of this research endeavor.

Thank you very much and God bless.

Very truly yours,

AGNES S. VIRTUDAZO
Researcher

Noted by:

DR. REMIGILDA D. GALLARDO
Adviser

Approved by:

LYDIA V. AMPO
PSDS

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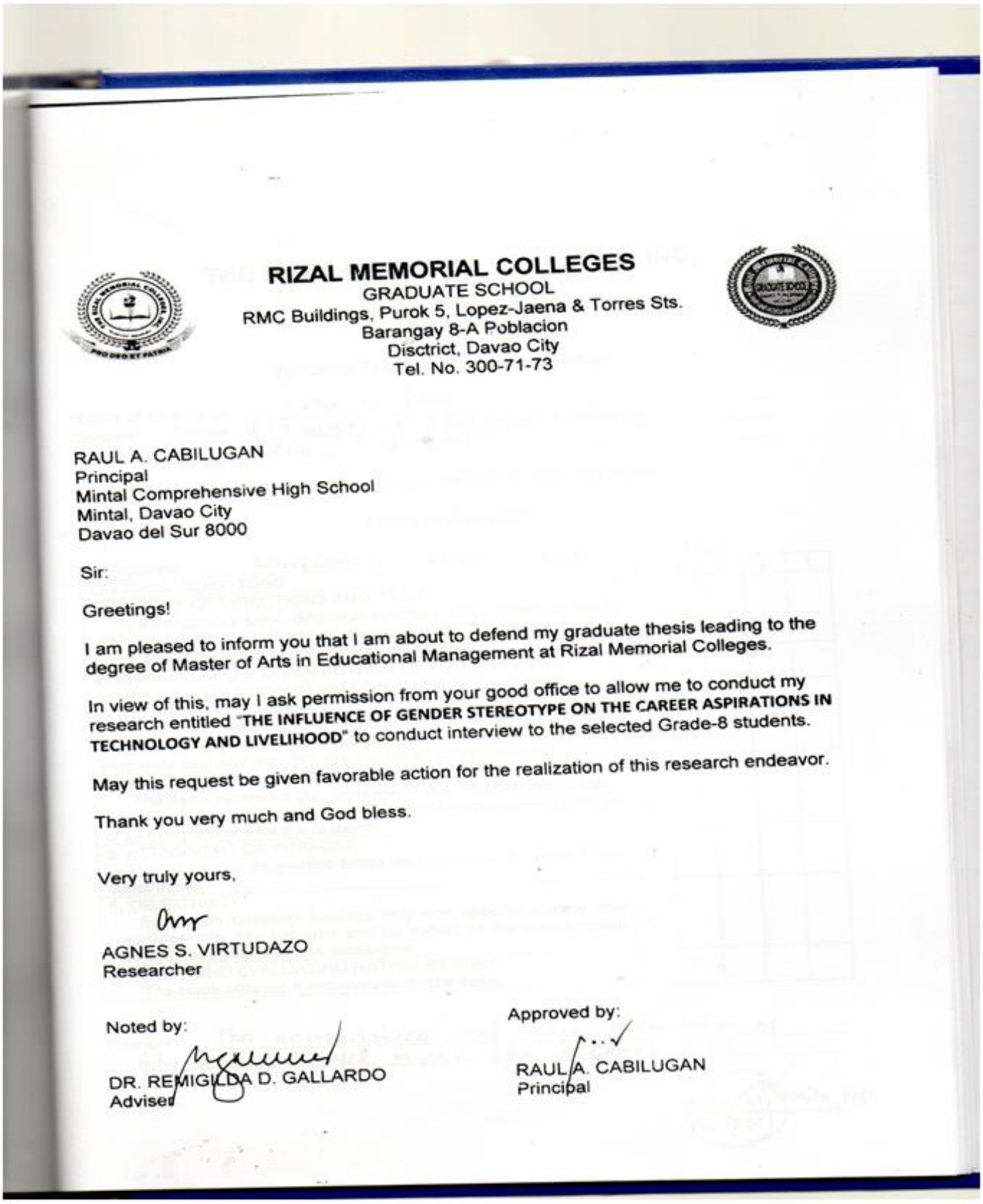

RIZAL MEMORIAL COLLEGES
GRADUATE SCHOOL
RMC Buildings, Purok 5, Lopez-Jaena & Torres Sts.
Barangay 8-A Poblacion
Disctrict, Davao City
Tel. No. 300-71-73

RAUL A. CABILUGAN
Principal
Mintal Comprehensive High School
Mintal, Davao City
Davao del Sur 8000

Sir:

Greetings!

I am pleased to inform you that I am about to defend my graduate thesis leading to the degree of Master of Arts in Educational Management at Rizal Memorial Colleges.

In view of this, may I ask permission from your good office to allow me to conduct my research entitled "**THE INFLUENCE OF GENDER STEREOTYPE ON THE CAREER ASPIRATIONS IN TECHNOLOGY AND LIVELIHOOD**" to conduct interview to the selected Grade-8 students.

May this request be given favorable action for the realization of this research endeavor.

Thank you very much and God bless.

Very truly yours,

AGNES S. VIRTUDAZO
Researcher

Noted by:

DR. REMIGILDA D. GALLARDO
Adviser

Approved by:

RAUL A. CABILUGAN
Principal

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D. VALIDATION SHEET

THE RIZAL MEMORIAL COLLEGES, INC.
GRADUATE SCHOOL
Lopez-Jaena & Torres Sts. Davao City
Tel. No. 300-71-73

Validation Sheet for Quantitative Design

Name of Evaluator: LEAH M. PAÑA
Degree: Doctor of Philosophy in Educational Leadership
Number of years in teaching: 28 YEARS

To the Validator: Kindly check the appropriate box for your validation

Points of Equivalent

5- Excellent 4-Very Good 3-Good 2-Fair 1-Poor

CRITERIA/INDICATORS	5	4	3	2	1
1. CLARITY OF DIRECTIONS AND ITEMS The vocabulary level, language structure and conceptual level of the questions suit to the level of respondents. The directions and items are written in clear understandable manner.	✓	✓			
2. PRESENTATION/ ORGANIZATION OF ITEMS The items are presented and organized in logical manner	✓				
3. SUITABILITY OF ITEMS The items appropriately represent the substance of the research. The questions are designed to determine the condition, properties and attitudes that are supposed to be measured.	✓				
4. ADEQUATENESS OF ITEMS PER CATEGORY The items represent the coverage of the research adequately. The number of questions per area category is represented enough of all the questions for the research.	✓				
5. ATTAINMENT OF PURPOSE The instrument as a whole fulfills the objectives for which it was constructed.	✓				
6. OBJECTIVITY Each item question requires only one specific answer that measures only one behavior and no aspect of the questionnaire has been suggested by the researcher.	✓				
7. SCALE AND EVALUATING RATING SYSTEM The scale adapted is appropriate for the items.		✓			

Remarks: The appropriateness and clear presentation of information conveyed in each item is commendable.

LEAH M. PAÑA, PhD
Validator

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THE RIZAL MEMORIAL COLLEGES, INC.

GRADUATE SCHOOL
Lopez-Jaena & Torres Sts. Davao City
Tel. No. 300-71-73

Validation Sheet for Quantitative Design

Name of Evaluator: PRISCILLA A. BERNAR
Degree: Doctor of Education
Number of years in teaching: 30 yrs

To the Validator: Kindly check the appropriate box for your validation

Points of Equivalent

5- Excellent 4-Very Good 3-Good 2-Fair 1-Poor

CRITERIA/INDICATORS	5	4	3	2	1
1. CLARITY OF DIRECTIONS AND ITEMS The vocabulary level, language structure and conceptual level of the questions suit to the level of respondents. The directions and items are written in clear understandable manner.	✓				
2. PRESENTATION/ ORGANIZATION OF ITEMS The items are presented and organized in logical manner	✓				
3. SUITABILITY OF ITEMS The items appropriately represent the substance of the research. The questions are designed to determine the condition, properties and attitudes that are supposed to be measured.	✓				
4. ADEQUATENESS OF ITEMS PER CATEGORY The items represent the coverage of the research adequately. The number of questions per area category is represented enough of all the questions for the research.	✓				
5. ATTAINMENT OF PURPOSE The instrument as a whole fulfills the objectives for which it was constructed.	✓				
6. OBJECTIVITY Each item question requires only one specific answer that measures only one behavior and no aspect of the questionnaire has been suggested by the researcher.	✓				
7. SCALE AND EVALUATING RATING SYSTEM The scale adapted is appropriate for the items.	✓				

Remarks: Indicators were met. It's clear and concise!

Validator

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THE RIZAL MEMORIAL COLLEGES, INC.

GRADUATE SCHOOL
Lopez-Jaena & Torres Sts. Davao City
Tel. No. 300-71-73

Validation Sheet for Quantitative Design

Name of Evaluator: LYDIA V. AMPO
Degree: Doctor of Philosophy
Number of years in teaching: 29

To the Validator: Kindly check the appropriate box for your validation

Points of Equivalent

5- Excellent 4-Very Good 3-Good 2-Fair 1-Poor

CRITERIA/INDICATORS	5	4	3	2	1
1. CLARITY OF DIRECTIONS AND ITEMS The vocabulary level, language structure and conceptual level of the questions suit to the level of respondents. The directions and items are written in clear understandable manner.	✓				
2. PRESENTATION/ ORGANIZATION OF ITEMS The items are presented and organized in logical manner		✓			
3. SUITABILITY OF ITEMS The items appropriately represent the substance of the research. The questions are designed to determine the condition, properties and attitudes that are supposed to be measured.	✓				
4. ADEQUATENESS OF ITEMS PER CATEGORY The items represent the coverage of the research adequately. The number of questions per area category is represented enough of all the questions for the research.	✓				
5. ATTAINMENT OF PURPOSE The instrument as a whole fulfills the objectives for which it was constructed.	✓				
6. OBJECTIVITY Each item question requires only one specific answer that measures only one behavior and no aspect of the questionnaire has been suggested by the researcher.	✓				
7. SCALE AND EVALUATING RATING SYSTEM The scale adapted is appropriate for the items.	✓				

Remarks: The criteria/indicators were very appropriate for a quantitative research design.

Validator

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E. SURVEY QUESTIONNAIRE

➢ *Part I. Career Stereotype Survey*

- *Instructions:*

Please read each statement carefully and indicate your level of agreement or disagreement based on your own perceptions and beliefs. There are no right or wrong answers. Select the response that best reflects your opinion. Choose only one option for each statement.

5 - Strongly Agree
4 - Agree
3 - Neutral
2 - Disagree
1 - Strongly Disagree

Indicator 1: Occupational Segregation	**5**	**4**	**3**	**2**	**1**
1. In my opinion, certain careers are more suitable for men than women in the field of Technology and Livelihood Education.					
2. Men and women tend to have different strengths and abilities that make them more suitable for specific careers in Technology and Livelihood Education.					
3. I believe that the division of careers between men and women in Technology and Livelihood Education is influenced by societal expectations and stereotypes.					
4. Gender plays a significant role in determining the types of careers individuals choose in the field of Technology and Livelihood Education.					
5. Individuals should have the freedom to pursue any career they desire, regardless of gender, in Technology and Livelihood Education.					
Indicator 2: Role Expectations	**5**	**4**	**3**	**2**	**1**
1. Traditional gender roles and expectations shape the career choices of individuals in Technology and Livelihood Education.					
2. Society expects men and women to have different career aspirations in the field of Technology and Livelihood Education.					
3. I believe that gender stereotypes influence the perceived abilities and roles individuals should have in Technology and Livelihood Education careers.					
4. Men and women should have equal opportunities to pursue any career in the field of Technology and Livelihood Education, regardless of societal expectations.					
5. I think that individuals should challenge and break gender stereotypes when making career choices in Technology and Livelihood Education.					
Indicator 3: Differential Treatment in Education	**5**	**4**	**3**	**2**	**1**
1. Teachers and educators treat male and female students differently when it comes to career guidance in Technology and Livelihood Education.					
2. I believe that schools and educational institutions should provide equal opportunities and support to students of all genders in pursuing careers in Technology and Livelihood Education.					
3. Gender biases and stereotypes affect the educational experiences and opportunities of students in the field of Technology and Livelihood Education.					
4. Schools should actively promote and encourage gender diversity in Technology and Livelihood Education by addressing biases and stereotypes.					
5. I feel that students of all genders should have access to the same resources and opportunities in Technology and Livelihood Education.					
Indicator 4: Media Representations and Stereotyping	**5**	**4**	**3**	**2**	**1**
1. Media representations of careers in Technology and Livelihood Education reinforce traditional gender roles and stereotypes.					
2. I believe that the media has a significant influence on shaping perceptions of suitable careers for men and women in the field of Technology and Livelihood Education.					
3. The media should portray a diverse range of gender representations and career options in Technology and Livelihood Education.					
4. I feel that media representations should challenge gender stereotypes and encourage individuals to pursue any career in Technology and Livelihood Education.					
5. The media plays a role in shaping society's expectations and beliefs about suitable careers based on gender in Technology and Livelihood Education.					

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Indicator 5: Limited Career Aspirations	5	4	3	2	1
1. Many individuals limit their career aspirations in Technology and Livelihood Education based on gender expectations and stereotypes.					
2. I believe that individuals should be encouraged to pursue their career interests and passions, regardless of societal expectations in Technology and Livelihood Education.					
3. Gender stereotypes influence the career choices and aspirations of students in the field of Technology and Livelihood Education.					
4. Students should have access to information and role models that broaden their perspectives and possibilities in Technology and Livelihood Education careers.					
5. It is important to challenge gender stereotypes and encourage students of all genders to explore diverse career options in Technology and Livelihood Education.					

Source: Eagly, A. H., & Wood, W. (2013). The origins of sex differences in human behavior: Evolved dispositions versus social roles. American Psychologist, 68(6), 408-423.

➢ *Part II. Career Aspirations in Technology and Livelihood Education Survey*

- *Instructions:*

Please read each statement carefully and indicate your level of agreement or disagreement based on your own aspirations and beliefs. There are no right or wrong answers. Select the response that best reflects your opinion. Choose only one option for each statement.:

5 - Strongly Agree
4 - Agree
3 - Neutral
2 - Disagree
1 - Strongly Disagree

Indicator 1. Perceived Suitability of Careers	5	4	3	2	1
1.I believe that certain careers in Technology and Livelihood Education are well-suited for individuals with specific skills and interests.					
2.Different careers in Technology and Livelihood Education require distinct aptitudes and abilities, and some may be more suitable for me than others.					
3.I consider some Technology and Livelihood Education careers to be more appropriate for individuals of a certain gender.					
4.I believe that I have a clear understanding of the career options available in Technology and Livelihood Education.					
5.I feel confident about choosing a career in Technology and Livelihood Education that aligns with my skills and interests.					
Indicator 2. Confidence in Pursuing Technology and Livelihood Education Careers	**5**	**4**	**3**	**2**	**1**
1. I am confident in my abilities to succeed in a career in Technology and Livelihood Education.					
2. I believe that I have the necessary skills and knowledge to pursue a successful career in Technology and Livelihood Education.					
3. I feel that I have the support and resources needed to achieve my career goals in Technology and Livelihood Education.					
4. I am enthusiastic about the potential opportunities and advancements in Technology and Livelihood Education careers.					
5. I feel empowered to break stereotypes and challenge barriers in pursuing a career in Technology and Livelihood Education.					
Indicator 3: Perceptions of Opportunities	**5**	**4**	**3**	**2**	**1**
1. I believe that there are ample job opportunities and growth prospects in the field of Technology and Livelihood Education.					
2. Technology and Livelihood Education offers diverse and rewarding career paths for individuals with different interests and abilities.					
3. I am aware of the various specializations and pathways within the field of Technology and Livelihood Education.					
4. I feel optimistic about the availability of internships, apprenticeships, or practical experiences in Technology and Livelihood Education.					
5. I perceive that Technology and Livelihood Education careers can provide stability and financial security in the future.					

Source:Bleeker, M. M., & Jacobs, J. E. (2004). Achievement in math and science: Do mothers' beliefs matter 12 years later? Journal of Educational Psychology, 96(1), 97-109.

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F. ASSENT/CONSENT FORM

Title of the Study: Gender Stereotype and Career Aspirations in Technology and Livelihood Education of Grade 8 Students

Researcher: Agnes S. Virtudazo

Dear Student:

You are invited to participate in a research study that aims to explore career aspirations in Technology and Livelihood Education among Grade 8 students. Your participation is entirely voluntary, and we would like to ensure that you have a clear understanding of the study's purpose, procedures, and your rights as a participant. Please read the following information carefully before deciding whether or not to participate.

- *Study Purpose:*

The purpose of this study is to understand the influence of gender stereotype on the career aspirations in technology and livelihood education among Grade 8 students. By exploring your perceptions, the researcher aims to gain insights that can inform strategies to promote inclusive and diverse career pathways within the technology and livelihood education domain.

- *Study Procedures:*

If you agree to participate, you will be asked to complete a survey questionnaire that includes statements about your perception on gender stereotype and career aspirations. The questionnaire will take approximately 30 minutes to complete. Your responses will be kept confidential and will only be used for research purposes.

- *Voluntary Participation:*

Your participation in this study is completely voluntary, and you have the right to withdraw at any time without providing a reason. Your decision to participate or not will not have any consequences on your academic standing or relationship with the school. If you choose to participate, please sign the assent/consent form. If you do not wish to participate, you may simply disregard this form.

- *Confidentiality:*

Your participation and all information provided will be kept strictly confidential. Your responses will be treated with the utmost confidentiality, and no personally identifiable information will be disclosed. All data will be stored securely and will only be accessible to the research team. The findings of the study will be reported in aggregate form without any identification of individual participants.

- *Contact Information:*

If you have any questions, concerns, or wish to receive a summary of the study's findings, please feel free to contact the researcher through Rizal Memorial Colleges.

By signing below, you indicate that you have read and understood the information provided in this form, and you voluntarily agree to participate in the study.

Participant's Assent/Consent

I have read and understood the information provided in this assent/consent form. I voluntarily agree to participate in the study on *Gender Stereotype and Career Aspirations in Technology and Livelihood Education of Grade 8 students*. I understand that my participation is entirely voluntary, and I have the right to withdraw at any time without providing a reason.

Participant's Signature: _____ Date: _____

Parent/Guardian's Signature: _____ Date: _____

Thank you for your participation.

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G. RELIABILITY RESULT

Instrument	No. of Items	Cronbach's Alpha	Level of Reliability
Gender Stereotypes	25	0.816	Good
Career Aspirations in Technology and Livelihood Education	15	0.822	Good
Overall	**40**	**0.813**	**Good**