

**Predictors of Undergraduate Choice of Major and  
Academic Performance in College Females**

**Honors Thesis**

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## Abstract

The goal of the present research was to determine whether the degree of parental involvement, views of femininity ideology and amount of self-determination impact female college students' choice of major and performance in college. The purpose of this study also was to gain a better understanding of what influences college students to study certain subjects and for what reasons and to identify trends of major choice and academic performance. The research included a sample of 100 female undergraduate students from an Eastern Massachusetts university. The present study combined the use of surveys and interviews in order to examine if parental involvement, feminine ideology and self-determination predicted college major choice and GPA. The participants took part in an online survey in which they were asked demographic questions and rated statements that had to do with parental involvement, femininity ideology and self-determination. The participants of the survey were also given the opportunity to take part in an interview, in which the researcher asked open-ended questions that required further elaboration. When measuring the effects these variables had on the students' GPA solely, there was a significant association. In particular, students' femininity ideas of purity, parent's school involvement and parent's beliefs of putting effort were associated with GPA. It was also found that the predictor variables did not have any significant association with female college students' choices of male-dominant or female-dominant majors. With such results, society may better understand what causes individuals to choose certain areas of study and its relation with how well they actually perform.

### Predictors of Undergraduate Choice of Major and Academic Performance in College Females

Between the years 2001 and 2011, enrollment in degree-granting institutions, in the United States, increased by 32 percent, from 15.9 to 21.0 million. During the same period of time, the number of females that enrolled in these institutions increased by 38 percent, while the number of males only increased by 30 percent (National Center for Education Statistics, 2013). Based on these statistics, it is evident that adults, both younger and older, are considering the attainment of higher education to be necessary. It is also evident that more females are attending college than males. Although these statistics support the occurrence of this phenomenon, they cannot answer the questions as to why it is happening: why are more people trying to attain degrees, and of those people why are there more females? What are these individuals choosing to study?

There are many factors that can influence and have an effect on a person's decision to attend college— including past experiences, current situations and future goals. But since the numbers are on the rise, what are these people choosing to study? Major choice is a very important topic for our society as a whole. Many individuals are obtaining degrees, but it is important to know why they are choosing to matriculate in certain fields of study. Overall, major choice can have an impact on the number of professionals with degrees in certain fields and their level of satisfaction with their profession.

The extent to which an individual's parent(s) and/ or guardian(s) are involved in their education can have an impact on the decisions they make about their education, such as attending college, level of achievement and/ or choice of major. Much of the past research on parental involvement has focused on its positive association with student achievement. In a few of these

studies, researchers have looked at the parents themselves to determine their future involvement (Englund, Luckner, Whaley, & Egeland, 2004; McBride, Dyer, Lui, Brown, & Hung, 2009). It is shown that the mother's educational level when she gives birth significantly affects her interactions with her children in the future— including, the quality of instructions to her children, her expectations for her children and her involvement in her children's school (Englund et al., 2004). There is a significant difference between mothers and fathers in the relationship between parental involvement and children's school achievement mothers tend to be more involved (McBride et al., 2009). Furthermore, some research has focused on the different types of involvement that can lead to positive student achievement. Academic socialization, home-based involvement and school-based involvement are all shown to have the highest positive relations with academic achievement (Hill & Tyson, 2009; Green, Walker, Hoover-Dempsey & Sandler, 2007). Researchers found that parents' involvement in children's learning predicted children's parent- oriented motivation, which predicted the children's engagement and enhanced achievement (Cheung & Pomerantz, 2012). Lastly, other studies have looked at parental involvement within society. It was found that there are ethnic differences in the direct effect of parental involvement on academic achievement (Hong & Ho, 2005) and that parents' socioeconomic background doesn't serve as a predictor of the quality of parental involvement (Dumont, 2004). Parental involvement is an important predictor of children's academic achievement, performance and choices.

An individual's level of self-determination and motivation can also have an influence on whether they want to attend college, what they choose to study and how well they perform. Past research has evaluated motivation in respect to student learning and educational outcomes. Much research had been done with a particular focus on the impact of Deci and Ryan's Self-

Determination Theory (SDT) on students' learning and educational outcomes (Vansteenkiste, Lens & Deci, 2005; Muller & Louw, 2004; Deci, Vallerand, Pelletier & Ryan, 1991; Taylor, Lekes, Gagnon, Kwan, & Koestner, 2012; Guay, Ratelle, & Chanal, 2008; Guay, Senecal, Gauthier, & Fernet, 2003; Deci & Ryan, 2000). The motivation types that are proposed by SDT are key to understanding how students thrive and succeed at school. Other research has looked at the learning environment. It has been shown that there are modest direct effects of learning communities on motivation (Beachboard, Beachboard & Adkison, 2011) and that students in service-learning courses perceive the learning environment as autonomy supportive which leads to in the students' higher levels of motivation and self-reported effort (Levesque-Bristol & Stanek, 2009). Past research that evaluates the effect of self-determination and motivation are very informative but there is a need for more extensive research on how these factors may affect college major or occupational choices.

Gender stereotypes can greatly affect the decisions individuals make throughout their lifetime, depending on how they are exposed to them and how much of an impact they have on their lives. In society females, specifically, have been exposed to many stereotypes that relate to receiving a higher education, earning a degree and also working in professions that are considered more "appropriate" for women. Historically, women have faced the problems and adversities that come along with being the opposite gender from men. Although the research is limited in its scope, there have been studies that examine the impact of gender ideologies and their relation to stereotypes. Femininity ideology is an individual's ideas about femininity and the qualities of being female. The topic of femininity ideology has a growing literature that studies how these ideas can impact females' level of achievement and success. Past studies with elementary school aged children show that there is little difference between boys' and girls'

general attitudes towards and liking of science (Archer, Dewitt, Osborne, Dillon, Willis, & Wong, 2012). This research serves as evidence that gendered stereotypes about what females should like is imposed throughout their experiences and that in fact they do exist. Researchers found that gender significantly predicted choice of gender-dominated majors and occupations and that only feminine related sex-role attitude significantly predicted choice of major (Harren, Kass, Tinsley, & Moreland, 1979). It is shown that females in male-dominated majors, do not view themselves as feminine as females in female-dominated majors (Dawson-Threat & Huba, 1996). Other research has compared masculinity and femininity between men and women and their level of education. It was found that women with low levels of education were more feminine than women with high levels of education. Also, when education levels were high, there were significant differences between genders in masculinity (men were more masculine), however there were no significant differences for femininity (Calvo-Salguero, Garcia-Martinez, & Monteoliva, 2008). Furthermore, it is known students' value systems significantly predict their choice of major, such that those who have humanitarian concerns tend to choose helping profession majors and those who do not, tend to choose a science major (Lackland & De Lisi, 2001). Moreover, the complexity of feminine ideology and the many factors that contribute cause a wide variety of research and data information.

Choice of major in college is becoming a topic of interest for many researchers today. Many are trying to determine whether or not college students follow the gender stereotypes society has set in place about the job and careers each gender should have. Some research has only examined the interaction between students attending college and the majors they choose to study. It is known that as students progress through their college years, they decide to major in a particular field. Also, they tend to appreciate their major more through the years and are more

likely to choose a career within that major (Kimweli & Richards, 1999). Also, when comparing male Asian American college students to white men, there is little difference between their choices of majors and their college attendance, but Asian women are more likely to choose lucrative majors than white women (Song & Glick, 2004). The most prevalent research on this topic has examined traditional and non-traditional major choices in relation to gender. While studying girls' choices of non-traditional major and aspirations, researchers found that the female college students' science, math, and technology (SME) outcome expectations were associated with their plans to become a leader in the SME field (Nauta & Epperson, 2003). Other researchers have tried to identify the distinguishing factors of college students' choices of majors, and have found that students make knowledgeable choices that coincide with their interests, job characteristics and major attributions (Beggs, Bantham, & Taylor, 2008). However, one of the most widely known distinguishers used in this area of research is STEM (which stands for science, technology, engineering, and mathematics) interests and majors. Extensive research has shown that college freshman students are more likely to choose STEM majors if they had strong confidence in mathematics, females are less likely to choose STEM majors compared to males, and confidence levels in academic and math abilities makes a significant difference in initial STEM major choice (Moakler & Kim, 2014). It was also found that course taking in high school influenced choice of science and math majors, but the influence was different between genders. There were positive effects on major choice for females who took academically intensive courses (such as, trigonometry, pre-calculus and calculus) in high school and a much weaker effect for the males (Trusty, 2002). The increasing amount of research on college major choice is leading to more findings and information about the effects of gender stereotypes on

these important choices; it is important to study what people are choosing as majors in college and understand the reason for their choices.

In the past, college students' grade point average or GPA has rarely been studied independently and there is still a small amount of research that involves grade point average or GPA. GPA is known as a measure of academic performance and can be used to determine a students' academic standing at any point of their college career. Many intervention programs have been put in place in academic institutions in order to assist success in college. When these intervention programs are used early in a student's college career they have been shown to help retain first-year students in college. By providing academic help programs, general orientations to the programs also help to increase GPA at an early stage (Pan, Guo, Alikonis, & Kai, 2008). The majority of the studies that include GPA in college examine the different variables that may affect a student's performance. Gaultney (2010) examined the prevalence of risk for sleep disorders among college students in association with GPA and found that many students are at risk for sleep disorders and of those who are, there is also a risk for academic failure. Other researchers have examined a coping strategy for stress and the impact it may have on students' GPA. The results of their study show that ethnically diverse working-class students benefited from writing about general life stress, because doing so led to better grades (Lumley & Provenzano, 2003). Lastly, other research has studied the relationship between generalization status, self-esteem, locus of control, college adjustment and GPA (Aspelmeier, Love, McGill, Elliott, & Pierce, 2012). This study found that self-esteem was a strong predictor of better college adjustment and a modest predictor of higher reported GPA. Also the findings concluded that internal locus of control led to better adjustment and had a modest association with high GPA. While external locus of control led to poorer adjustment and had a weak association with

GPA. It is evident that the research done with college GPA has been very limited regarding the possible variables that impact performance and has not focused on the choices students make.

Much of the past research that has been conducted has measured college students' major choice decisions by examining the individuals' perspective. There is a lack of understanding of this phenomenon from a holistic perspective, in which the individuals' ideas as well as the environmental factors that surround them are taken into account. It is important to note that there are many factors that shape individuals and college is the environment in which many individuals become independent and begin to make their own decisions. The purpose of the present study was to determine whether parental involvement, femininity ideology and self-determination impacted female college students' choice of major and their performance in college. It was hypothesized that the degree to which a college students' parents were involved in their past schooling and in college, as well as their ideas about femininity and the roles of females in society, in relation to their level of self-determination play a role in their major choice and performance in college.

## Method

### *Participants*

The present study collected data from 120 undergraduate students who completed an online survey. However, data from males (6) and participants who did not complete the survey entirely (14) were excluded from the sample. The sample consisted of 100 females aged 18 to 42 ( $M = 22.3$ ). All were full-time and part-time students at a university in Eastern Massachusetts. In order to locate participants, the researcher made the study available to students via the university's research participation system, handed out papers with the online link for the survey to students and collaborated with the staff assistant in the 'Student Life' office on campus to post

a small description of the research with a corresponding link in an email sent to the entire student population. Of the 100 female students that partook in the survey 6 participated in the one-hour, in-person interview with the researcher.

### *Measures*

**Demographic characteristics.** Background information was obtained through demographic questions regarding gender, age, class level (freshman, sophomore, junior or senior), major, GPA and full-time or part-time attendance.

**Parental involvement.** The 22-item Parental Involvement in Education Measure (Ceballo et al., 2014) was used to assess the degree to which the participants' parents were involved in their education. Participants were asked to rate the statements on a 5-point Likert-type scale (1= *strongly disagree* to 5= *strongly agree*) in order to indicate their level of agreement with each statement. The measure consisted of six factors: Gift/Sacrifice, Future Discussions, Effort, Guilt/Sacrifice, School Involvement, Home Involvement.

The measure was a combination of three existing scales, the Educational Socialization Scale (ESS), the Parental School Involvement Scale (PSIS) and the Parental Involvement in Education Measure. The first set of items in this measure was drawn from the ESS, the factors are Future Discussions, Effort, Guilt/Sacrifice and Home Involvement. The set consists of 12 items that reflect the communication of parental values and beliefs about their child's education and the emotional tone resulting from parental reactions to their children's academic performance. The second set of items was drawn from the PSIS. The factors are School Involvement and Home Involvement. The set consists of 7 items that assessed parental involvement in their children's schoolwork and school activities. Lastly, the final set consisted of

three questions, part of the Gift/Sacrifice factor. Items are designed to assess parents' use of positive emotional support for academic work and evaluated the degree to which students are motivated to do well academically, in order to "give back" to their parents.

**Self-determination.** The 10-item Self-Determination Scale (SDS) (Sheldon & Deci, 1996) was used to assess the extent to which the participants function in a self-determined way. The scale reflects on two aspects of individuals' personality (1) being more aware of their feelings and their sense of self, and (2) feeling a sense of choice with respect to their behavior. The scale consists of two 5-item subscales: awareness of oneself and perceived choice in one's actions. The subscales can be used separately or can be combined into an overall SDS scale.

Each item consisted of a pair of statements (statement A and statement B). The participants were asked to think of each pair separately and indicate the degree to which statement A felt true relative to the degree to which statement B felt true, on a 5-point scale (1= *only A feels true* to 5= *only B feels true*). The Perceived Choice subscale statements (odd numbered pairs) were reversed scored so that higher scores on every item indicated a higher level of self-determination.

**Femininity Ideology.** The 45-item Femininity Ideology Scale (Philpot, n.d.) was used to assess the participants' views and ideas of femininity. The scale is a collection of normative statements to which participants indicate their level of agreement/disagreement on a 5-point Likert-type scale (1= *strong disagreement* to 5= *strong agreement*). Higher scores on these items indicated approval or support of traditional femininity ideology.

The scale consisted of five factors that represent several dimensions of traditional femininity ideals; Stereotypic Images and Activities, Dependency/Deference, Purity, Caretaking and Emotionality. Items in the Stereotypic Image and Activities factor suggest that women

should maintain a particular physical appearance and image that is consistent with thin body ideals. In Dependency/Deference, the items represent the idea that women should play dependent and deferent roles in relation to their husbands. Within Purity, items demonstrate a chaste ideal and reflect the ways in which women are socialized to take on passive sexual roles. Items found in the Caretaking factor illustrate feminine ideals that motherhood should be considered women's ultimate fulfillment. Lastly, within Emotionality, items reflect the notion that women should have an emotional affinity for domestic related work and may be sensitive.

**Interviews.** The researcher of the present study conducted one-on-one interviews with willing participants who completed the survey and contacted the researcher after completion. The interviews were one-hour long in which the participants were asked open-ended questions about their personal opinions and experiences. The participants answered questions about *Parental Involvement, Femininity Ideology, Self-Determination, Choice of Major and GPA* (refer to the appendix for the interview questions). The interview question format was designed to obtain qualitative data and in-depth responses to the same topics the participants were previously asked to rate, quantitatively.

### *Procedure*

The participants of the study completed a survey that included questions and statements about demographic characteristics, parental involvement, self-determination and femininity ideology. A disclosure form was presented to each participant at the beginning of the survey, in which they were informed about the processes of the study and were told to skip any questions or statements that did not make them feel comfortable. The participants could not continue with the survey unless they agreed with the disclosure form. The questions from all measures were randomly ordered one questionnaire give to participants.

The participants had an unlimited amount of time to take the survey, but it was estimated to take about 30 minutes. Upon completion of the survey, students were informed about a voluntary in-person interview with the researcher. If they were willing to participate in the one-hour interview, they were asked to contact the researcher via email in order to maintain their anonymity.

Major dominance was established using the university's publicly available report to the federal government, in which the number of undergraduate degrees matriculated in the year 2014 is specified by gender. The majors that had a higher percentage of male student matriculation were considered male-dominant, and the majors that had a higher percentage of female student matriculation were considered female-dominant.

### Results

A multiple regression analysis was done to predict GPA from Parental Involvement, Femininity Ideology, Self-Determination and Age. These variables statistically significantly predicted GPA,  $F(14,75) = 2.017, p = .027, R^2 = .274$ . The multiple regression results are shown in Table 1. However, Table 2 shows that only three factors of the variables added statistically significantly to the prediction,  $p = .027$ . 'Purity' ( $p = .013$ ), a factor of the Femininity Ideology variable, 'Effort' ( $p = .014$ ) and 'School Involvement' ( $p = .016$ ), factors of the Parental Involvement scale added statistical significance. As shown by the standardized coefficients in Table 2, these variables each correlated differently with GPA. 'Purity' had a moderately positive correlation with GPA,  $\beta = .362$ . 'School Involvement' also had a moderately positive correlation with GPA,  $\beta = .318$ . 'Effort', however, had moderately negative correlation with GPA,  $\beta = -.367$ . See Table 3 for the questions related to each of the statistically significant predictors.

A discriminant analysis was conducted to predict whether female college students chose to study male-dominant or female-dominant majors. Predictor variables were age, parental involvement score, femininity ideology score and self-determination score. No significant mean differences were observed for any of the predictors of the DV. However, Table 4 illustrates that the ‘Guilt/Sacrifice’ factor of Parental Involvement in Education Measure was the only variable approaching significance,  $p=.055$ . For this particular factor, the degree to which a student felt guilty about their parents’ hard work in providing them with an education differentiated their choice of a male-dominant or female dominant major. Table 5 shows that the students who felt more guilt, tended to choose male-dominant majors ( $M=3.6364$ ) over to female-dominated majors ( $M=3.0541$ ).

The participants’ responses to the interview questions were organized by ‘Common Themes’ or similar responses that they provided– as summarized in Table 6. Based on the summaries of the participants’ responses, it is evident that many of the interview participants shared the same beliefs about the predictor variables studied. The participants had the same views about their parents’ involvement in their education, their degree of self-determination as college students, their ideas about femininity, their choices of majors and the accuracy of GPA as a measure of academic performance. For most of the ‘Common themes’, all six of the interview participants had the same comments.

### Discussion

The present study investigated the role of parental involvement, femininity ideology, and self-determination in understanding female college students’ major choice and their performance in college. Students’ femininity ideas of purity, parent’s beliefs of putting effort into their

schoolwork and parent's school involvement were associated with GPA. That is, female college students who had strong ideas of female purity and female students whose parents were involved in their school environment (attended meetings, spoke with teachers, etc.) had higher performance levels. However, female students whose parents valued effort as a key component for being successful and told them that they must work hard in order to do well in school, had lower levels of performance. It was also found that the predictor variables did not have any significant association with female college students' choices of male-dominant or female-dominant majors. The factor of 'Guilt/Sacrifice' from the Parental Involvement in Education Measure was the only variable that approached significance. That is, the degree to which a student feels guilty about their parents' hard work in providing them with an education differentiates the choice of male-dominated or female-dominated majors. Female students who exhibited higher levels of "guilt" tended to choose to study male-dominant majors.

The findings further indicate that female college students' major choice and performance in college are complex and must be studied from different perspectives. Parental Involvement and Femininity Ideology do in fact play a role in female college students' performance. The most interesting finding was the negative correlation between 'Effort' and GPA—the more the students' parents told them to work hard, the lower they performed. This can relate to one of the 'Common Themes' of the interview responses, in which participants said that their level of motivation and will to succeed was self-determined. However, it is not clear how their parents' values of putting effort may impact their performance, but it is evident that there is an interaction between these variables.

The negative correlation between 'Effort' and GPA may also be explained by the well-known phenomenon today, the 'helicopter parent'. Judith Hunt defines the term as a parent who

is “overinvolved” and “overly protective” in their children’s lives (Hunt, 2008). This phenomenon shows that at some point parental pressure has a negative effect on the students’ performance. In order to study this phenomenon, research must be done in which the negative effect of the ‘Effort’ factor is further quantitatively analyzed and a more formal item analysis of the qualitative results is conducted.

It should be noted that neither of the predictor variables or their factors significantly predicted choice of male-dominant or female-dominant major. It is interesting to notice the close relationship between the ‘Guilt/Sacrifice’ factor and choice a male-dominant major. The results indicate that students who felt more ‘guilty’ tended to choose male-dominant majors. This finding can be examined in two different directions but is not clear which of the two, if not both, affected the participants of this study. It could have been that the female students who chose a male–dominant major in college, felt guilty about their choice because their parents were working hard to provide them an education but did not agree that a male-dominant major was the best choice. It could also have been that female students who feel guilty about their parents’ hard work in providing them an education, wanted to study male-dominant majors to make the most out of their education and succeed in something that females aren’t usually equally represented in. Both directions match the results of the findings but it is not clear, from this research, which one the students experienced. Further research must be done to replicate this study and examine which is the cause and which is the effect, ‘Guilt/Sacrifice’ or the male-dominant major choice.

The current study suggests several important directions for future research. One direction can be to further study the effects that femininity ideology and parental involvement have on GPA, in order to obtain a more in depth analysis. Another interesting direction would be to

further study the presence of guilt and the specific choices of majors that result from students feeling guilty about attending college.

There are several limitations of this research that should be addressed. First, the sample of the study was limited to female students at one particular university. A larger sample, of a more diverse group of both men and women can benefit any further examination of the topics studied. It may also be useful to study the gender-dominated majors male students choose and compare the choices to female students' choices. In doing so, a better understanding of the predictors of major choices for both genders may be reached. Another limitation was the small amount of qualitative data. This was partly due to the low number of responses from interview participants and the limited amount of time to complete the research. More qualitative data can benefit this research by providing a wider variety of responses. Yet another limitation was the scope of the Parental Involvement in Education Measure. Some of the statements in this measure seemed to be mostly negative. It is supposed that the variable of parental involvement could have been better operationalized. Lastly, questions can be raised about the validity of the participants' self-reports of GPA and various statements in which participants were asked to provide personal information.

Given the noted limitations, the current study examined the possible predictors for female choice of major and GPA in college. This research provides a foundation for more expanded studies of how an individuals' personal and environmental factors can play a role in their college decisions and performance. Future research should examined these predictors in both male and female college students, so that more generalized findings can be provided for college students in today's society. With these results, society can better understand some of the reasons for which students choose to study certain subjects during their college career.

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## Tables

**Table 1***Multiple Regression ANOVA*

Model	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>p</i>
Regression	5.397	14	.385	2.017	.027
Residual	14.333	75	.191		
Total	19.730	89			

*Note.* Factors of Parental Involvement, Femininity Ideology, Self-Determination and age predicted GPA: At the  $p < 0.05$  level of significance.

**Table 2***Coefficients*

Model	Standardized Coefficients Beta	<i>t</i>	<i>p</i>
Age	-.223	-1.875	.065
Stereotypic Images and Activities	.103	.461	.646
Dependence/Deference	-.351	-1.874	.065
Purity	.362	2.538	.013*
Caretaking	.063	.393	.695
Emotionality	-.023	-.158	.875
Gift/Sacrifice	.042	.241	.810
Future Discussions	-.021	-.151	.880
Effort	-.367	-2.522	.014*
Guilt/Sacrifice	.053	.340	.735
School Involvement	.318	2.476	.016*
Home Involvement	-.186	-1.369	.175
Awareness of Self	.107	.973	.334
Perceived Choice	-.042	-.343	.732

\* $p < .05$

**Table 3****Questions Related to Each Statistically Significant Predictor of Student GPA  
'Purity'**

Women should not read pornographic material.

A woman should remain a virgin until she is married.

It is not acceptable for a woman to masturbate.

A woman should not tell dirty jokes.

A woman should not swear.

A woman should not have a baby until she is married.

A woman should be dependent on religion and spirituality for guidance

Women should dress conservatively so they do not appear loose.

If a women chooses to have an abortion, she should not feel guilty

**'School Involvement'**

My parents attend school programs and events.

My parents talk to my teachers or school counselors in person.

My parents talk to my teachers or school counselors on the phone.

My parents participate in a parent–teacher organization (PTO) or school committee.

**'Effort'**

My parents say it's important to think about what I want to be when I grow up.

My parents say I could do better in school if I worked harder.

My parents say you can get smarter and smarter as long as you try hard.

My parents say if I don't do well on a test, it's probably because I didn't study hard enough or long enough.

**Table 4**

*Test of Equality of Group Means*

	Wilk's Lambda	<i>F</i>	<i>df1</i>	<i>df2</i>	<i>p</i>
Age	.973	1.353	2	97	.263
Stereotypic Images and Activities	.987	.629	2	97	.535
Dependency/Deference	.977	1.130	2	97	.327
Purity	.977	1.124	2	97	.329
Caretaking	.995	.232	2	97	.794
Emotionality	.987	.661	2	97	.519
Gift/Sacrifice	.973	1.335	2	97	.268
Future Discussions	.993	.333	2	97	.717
Effort	.973	1.338	2	97	.267
Guilt/Sacrifice	.942	2.991	2	97	.055
School Involvement	.996	.206	2	97	.814
Home Involvement	.992	.387	2	97	.680
Awareness of Self	.996	.199	2	97	.820
Perceived Choice	.985	.734	2	97	.483

*Note.* The factor 'Guilt/Sacrifice' of the Parental Involvement in Education Measure was close to significance:  $p=0.55$ .

**Table 5**

*Major Dominance Group Statistics*

Major Dominance	Factor	Mean	Standard Deviation
<hr/>			
Male-Dominant			
	Guilt/Sacrifice	3.6364	1.1543
<hr/>			
Female-Dominant			
	Guilt/Sacrifice	3.0541	1.0114

**Table 6***Common Themes in Interview Responses Frequency Distribution*

Common Themes	Frequency
Said that their parent(s) want or have wanted what is better for them because their parents did not attend or graduate from college.	6
Said that their parent(s) are not that involved in their college career. They typically are generally involved and ask about basic information, “how are your classes going”.	4
Said that their parent(s) have influenced the amount of work they put into school because they have seen their parents struggle and because their parents want the best for them.	5
Said that their education is majorly influenced by themselves, than by anyone else.	4
Have high motivation for completing college because it is a top priority, they want to continue their education or want to be successful.	6
Believe that there are existing stereotypes in society about the careers/professions women should have.	6
Said that the most common stereotype, for women in society, is that of women in the workplace. Women should have helping professions such as “nurses, teachers, etc.”	5
Believe that women can succeed in any profession as long as they put their mind to it, ignored negative stereotypes or comments, enjoyed what they were doing for work and worked hard.	6
Strongly believed that they can, personally, succeed in any profession as long as they put their mind to it.	6
Chose a major for personal reasons or experiences. Did not conform to any stereotypes or chose something because they thought was a better choice as females. Were influenced by prior schooling, passions, dreams, a teacher, or a class or event that enlightened their decision.	6
Satisfied with college major choice. (“super” or “very” satisfied)	6
Believed that a high GPA is important to them while they were in school, for the time being. However, believed that there are other factors that can contribute	6
Believed that GPA is not an accurate measure of a person’s college career, because it cannot measure any skills or experiences that they may have or because it can be changed by other factors that do not appropriately summarize a person’s work (e.g. receiving a low grade in a class for reasons like a difficult teacher or semester).	4

## Appendix

**Qualitative Questions***Parental involvement*

1. How involved, would you say, your parent(s) or guardian(s) are in your college career?
2. Do you feel that your parent(s) or guardian(s) have influenced the amount of work you put in or don't put in to school?
3. Do you remember an occasion when your parent(s) or guardian(s) were involved in your education before you attending college?
4. How supportive or unsupportive are your parent(s) or guardian(s) with your college decisions?

*Self-determination*

1. How much is your education influenced by others?
2. How much is your education influenced by yourself?
3. Who or what influenced your decision about attending college?
4. How did the person, event or thing influence your decision about attending college?
5. Can you describe to me, your level of motivation towards completing college, earning a degree and finding a job/career?

*Femininity Ideology*

1. Do you believe that there is a stereotype about the careers/professions women should have?
2. If yes, can you describe a stereotype you believe is most common?
3. If no, how would you describe how society views women with careers and professions?
4. Can you tell me how, in your own opinion, women can succeed in any profession as long as they put their mind to it?
5. Do you, as a woman, believe you can succeed in any profession as long as you put your mind to it?

*Choice of major*

1. Can you remember who or what influenced your decision of your major choice?
2. How did the person, event or thing influence your decision of your major choice?
3. Can you tell me about when you chose your major, did you think about what careers you might get with a degree in that field?
4. Did you change your initial major decision?
5. If yes, why did you change your initial major decision?
6. If you are undeclared, why is it that the case?
7. Can you tell me what your tentative plans are for life after college?
8. How satisfied are you with your major choice decision?

*GPA*

1. Can you describe the importance of a high GPA if to you?
2. What makes your GPA so important or not important?
3. Do you believe GPA is an accurate measure to summarize your college career so far?

**Questionnaire**

**Instructions:**

For the following questions please circle or fill-in your corresponding responses.

What is your current class level? Freshman Sophmore Junior Senior Other  
 If you circled "other" please specify. \_\_\_\_\_

Are you currently a full-time or a part-time student? Full-time Part-time

What is your major? \_\_\_\_\_  
 If you have not declared a major, please circle "undeclared". Undeclared

What is your gender? Male Female

What is your age? \_\_\_\_\_ years

Please read the following statements and indicate your degree of agreement or disagreement with each statement using a 5-point scale where (5) indicates your strong agreement, and (1) indicates your strong disagreement. Please write a number from 1 to 5 to the left of each statement.

- \_\_\_\_\_ 1. Women should have large breasts.
- \_\_\_\_\_ 2. A woman's worth should be measured by the success of her partner.
- \_\_\_\_\_ 3. My parents say it's important to think about what I want to be in the future.
- \_\_\_\_\_ 4. Women should dress conservatively so they do not appear loose.
- \_\_\_\_\_ 5. A girl should be taught how to catch a husband.
- \_\_\_\_\_ 6. My parents (or someone else at home) helps or has helped me with other homework (not math).
- \_\_\_\_\_ 7. My parents have looked over and helped me with school assignments.
- \_\_\_\_\_ 8. It is not acceptable for women to masturbate.
- \_\_\_\_\_ 9. Women should have men make decisions for them.
- \_\_\_\_\_ 10. If a woman chooses to have an abortion, she should not feel guilty.
- \_\_\_\_\_ 11. It is expected that a women will engage in domestic hobbies such as sewing and decorating.
- \_\_\_\_\_ 12. I want to succeed in school so I can help my parents in the future.
- \_\_\_\_\_ 13. A woman's natural role should be the caregiver of the family.
- \_\_\_\_\_ 14. My parents help or have helped me with my homework.

- \_\_\_ 15. My parents say I could do better at school if I worked harder.
- \_\_\_ 16. My parents talked to my teachers and or school counselors in person.
- \_\_\_ 17. A woman should not expect to be sexually satisfied by her partner.
- \_\_\_ 18. A woman should not be expected to do mechanical things.
- \_\_\_ 19. My parents (or someone else at home) helps or has helped me with math homework.
- \_\_\_ 20. A woman should not have a baby until she is married.
- \_\_\_ 21. My parents say you can get smarter and smarter as long as you try hard.
- \_\_\_ 22. Girls should not enjoy “tomboy” activities.
- \_\_\_ 23. I am inspired to do well in school because my parents have sacrificed so much.
- \_\_\_ 24. My parents help or have helped me select courses for school.
- \_\_\_ 25. I feel badly because my parents work so hard to give me a good education.
- \_\_\_ 26. It is expected that women will have a hard time handling stress without getting emotional.
- \_\_\_ 27. A woman should not swear.
- \_\_\_ 28. My parents say it’s important to think about the kinds of things I’m interested in doing when I grow up.
- \_\_\_ 29. A woman should wear attractive clothing, shoes, lingerie and bathing suits, even if not comfortable.
- \_\_\_ 30. A woman should not marry a younger man.
- \_\_\_ 31. I want to do my best in school because my parents work so hard.
- \_\_\_ 32. My parents say if I don’t do well on a test, it’s probably because I didn’t study hard enough or long enough.
- \_\_\_ 33. A woman should not be competitive.
- \_\_\_ 34. My parents participated in a parent-teacher organization (PTO) or school committee.
- \_\_\_ 35. Women should have soft voices.
- \_\_\_ 36. It is expected that women will not think logically.
- \_\_\_ 37. My parents attend or have attended school programs and events.
- \_\_\_ 38. A woman should know how people are feeling.
- \_\_\_ 39. A woman should not tell dirty jokes.
- \_\_\_ 40. My parents talk about different kinds of jobs I can have when I grow up.
- \_\_\_ 41. My parents talked to my teachers or school counselors on the phone.
- \_\_\_ 42. It is unlikely that a pregnant woman would be attractive.
- \_\_\_ 43. It is expected that women will discuss their feelings with one another.
- \_\_\_ 44. My parents say it’s important to think about what I want to be when I grow up.
- \_\_\_ 45. A woman should not make more money than her partner.
- \_\_\_ 46. It is more appropriate for a female to be a teacher than a principal.
- \_\_\_ 47. I feel badly that my parents have to work so hard.
- \_\_\_ 48. A woman should have a petite body.
- \_\_\_ 49. A woman should not initiate sex.
- \_\_\_ 50. My parents say I can get good grades in school as long as I always try hard.
- \_\_\_ 51. A woman should remain a virgin until she is married.
- \_\_\_ 52. A woman should be dependent on religion and spirituality for guidance.
- \_\_\_ 53. Women should act helpless to attract a man.
- \_\_\_ 54. It is expected that a single woman is less fulfilled than a married woman.
- \_\_\_ 55. A woman should be responsible for making and organizing family plans.
- \_\_\_ 56. When someone’s feelings are hurt, a woman should try to make them feel better.

- \_\_\_ 57. Women should not read pornographic material.
- \_\_\_ 58. It is likely that a woman who gives up custody of her children will not be respected.
- \_\_\_ 59. It is expected that women will be viewed as overly emotional.
- \_\_\_ 60. An appropriate female occupation is nursing.
- \_\_\_ 61. Women should not want to succeed in the business world because men will not want to marry them.
- \_\_\_ 62. It is expected that women in leadership roles will not be taken seriously.
- \_\_\_ 63. A woman should not consider her career as important as a man's.
- \_\_\_ 64. Women should be gentle.
- \_\_\_ 65. A woman should be responsible for teaching family values to her children.
- \_\_\_ 66. It is expected that a woman who expresses irritation or anger must be going through P.M.S.
- \_\_\_ 67. A woman should not show anger.

**Instructions:**

Please read the pairs of statements, one pair at a time, and think about which statement within the pair seems more true to you at this point in your life. Indicate the degree to which statement A feels true, relative to the degree that Statement B feels true, on the 5-point scale shown after each pair of statements by circling the appropriate number on each scale. If statement A feels completely true and statement B feels completely untrue, the appropriate response would be 1. If the two statements are equally true, the appropriate response would be a 3. If only statement B feels true, and so on.

1. A. I always feel like I choose the things I do.

B. I sometimes feel that it's not really me choosing the things I do.

**Only A feels true**    1    2    3    4    5    **Only B feels true**

2. A. My emotions sometimes seem alien to me.

B. My emotions always seem to belong to me.

**Only A feels true**    1    2    3    4    5    **Only B feels true**

3. A. I choose to do what I have to do.

B. I do what I have to, but I don't feel like it is really my choice.

**Only A feels true**    1    2    3    4    5    **Only B feels true**

4. A. I feel that I am rarely myself.

B. I feel like I am always completely myself.

**Only A feels true**    1    2    3    4    5    **Only B feels true**

5. A. I do what I do because it interests me.

B. I do what I do because I have to.

**Only A feels true**    1    2    3    4    5    **Only B feels true**

6.    A. When I accomplish something, I often feel it wasn't really me who did it.

B. When I accomplish something, I always feel it's me who did it.

**Only A feels true**    1    2    3    4    5    **Only B feels true**

7.    A. I am free to do whatever I decide to do.

B. What I do is often not what I'd choose to do.

**Only A feels true**    1    2    3    4    5    **Only B feels true**

8.    A. My body sometimes feels like a stranger to me.

B. My body always feels like me.

**Only A feels true**    1    2    3    4    5    **Only B feels true**

9.    A. I feel pretty free to do whatever I choose to.

B. I often do things that I don't choose to do.

**Only A feels true**    1    2    3    4    5    **Only B feels true**

10.   A. Sometimes I look into the mirror and see a stranger.

B. When I look into the mirror I see myself.

**Only A feels true**    1    2    3    4    5    **Only B feels true**

## **Nursing Major**

### **Senior- Class of 2015- Transfer**

#### *Parental Involvement*

1. Very minimally. My parents are not college grads. They typically just ask questions like “how is school?” “are you still going to school?”. But it is never anything more than that.
2. My parents have influenced the amount of work I put in to school. Just looking at their life and them not being college grads, makes me want better for myself in life.
3. They were never too involved. Had a more general involvement and always wanted the best for me, so they always pushed me to go farther. Would ask questions like, “what are your plans?” “What are your interests?”
4. My parents are moderately supportive of my college decisions. They like what major I chose, however, they disagree with me moving away to New Hampshire to be closer to work. (\*\*LPN\*\*).

#### *Self- Determination*

1. My education is somewhat influenced by others around me. I was born and raised in an underdeveloped country and the life styles in Kenya, was one of the pushes that made me pursue furthering my education. Also, my parents allowed/gave me the opportunity which they did not have and I want to make the most of it. Lastly, My friends go to college, this also influenced me attending college- served as a push to want to do it too.
2. A huge part of my education is influenced by myself. Chose a major that went with the career I wanted. It suits my interest, likes and personality.
3. A pile of things or a slew of things influenced my decision about attending college. It wasn't any specific person or thing. But I knew that I wanted to further my education and I knew going to college was a must. (\*\*had a set plan\*\*).
4. **SKIPPED**. (\*\*she did not name any specific person or thing that influenced, was irrelevant\*\*).
5. Motivation is my top priority. I have been in college for 7 years. 2yrs for LPN, 2yrs off and taking 1 to 2 classes and now have 3 years as a full-time student at Salem State. No other option but to be motivated. There are too many compromises and investments on the line.

#### *Feminine ideology*

1. I definitely think that there is stereotype about the careers/professions women should have. I see it in nursing, where 90% of nurses are female. And most other fields also have gender stereotypes. For example, “firemen” and “policeman” haven't changed to society as “fireperson” or “police person”.
2. Gender stereotypes are so common that it seems as if society is oblivious to it now, its everywhere (\*\*not just the US\*\*). Some examples: in the workplace- ladder (more man at the top), TV- roles people played, school-dorms in the past.
3. **SKIPPED** (\*\*didn't say no\*\*)
4. I don't think there is big gap in intellectual or physical abilities. Males and females can be in any career field. Maybe there is a small difference in physical abilities but not enough to separate the genders in career. Females must be assertive about performance; must show their abilities and can succeed at their job without being boxed in to a certain position.

5. I definitely believe that I can succeed in any profession. In college I've been able to prove that to myself. As a sophomore in high school I didn't think I could do it but soon realized that I could do anything that I wanted and put my mind to. (\*\*turning point for her\*\*).

#### *Choice of major*

1. I was torn between majoring in psychology or in nursing and couldn't decide which to choose. After a close family member had passed expectantly from illness, it had a great impact on my outlook on what to study and pursue a career in. the family member was really young and passed away in Kenya. I choose nursing, wanted to be a part of the solution in the medical world.
2. Deciding my major was an emotional experience and it was the one deciding factor. Always knew that science and math were my strengths.
3. At first, I just thought of nursing now you can see there are so many fields and options.
4. No, I didn't I didn't change my mind, I just decided between the two.
5. **SKIPPED** (\*\*previous answers were not yes\*\*)
6. **SKIPPED** (\*\*not undeclared\*\*)
7. After graduation, I want to move out of New England and plan to find a career outside of New England as well. I want to work in the hospital setting and in long-term care. I also plan on travelling outside of the country as well.
8. I am very satisfied with my major choice. Like in any instance, not everyday is the best. But overall my outlook is satisfying and I have an idea of where I cam going, I am prepared for my future and I am enthusiastic.

#### *GPA*

1. Having a high GPA isn't of great importance to me. It may probably be for other, but not for me personally. I think the nursing department does a good job of not making that the only priority. My evaluation is how confident and comfortable I feel with things. An example of how unreliable a GPA can be is taking a test and getting a good grade but at the end not feeling confident in the material.
2. A GPA is a method but not an accurate evaluation of skills.
3. (\*\*based on responses from 1 and 2\*\*)

### **Business Administration: Hospitality Concentration**

#### **Sophomore**

#### *Transfer- second semester*

#### *Parental Involvement*

1. My parents have been pretty involved, but less involved than high school. They are interested in my grades but my mom is less pushy than she was when I was in high school. The reason for it is a combination of them just stepping back and me telling them to be less pushy.
2. My parents have definitely influenced the amount of work I put in to school. Especially since neither of them went to college, they now understand and know the importance of school. They have learned from their personal experience and want the best for me. I personally, have seen it as well and now want to do the same for myself.

3. Before attending college my mom always went to parent-teacher meetings and report card nights. My parents also went to my art shows in high school, and my mom will always share my work by posting picture on Facebook.
4. My parents are very supportive now about me transferring from Massachusetts College of Art and Design to Salem State University. At first they were not supportive of me transferring because they were concerned about credits and money lost. From the beginning, they weren't completely comfortable with the idea of me going to an arts school; they were concerned about my future. When I was thinking about transferring I wasn't quite sure of what I wanted to do aside from arts and I didn't have much of a plan, this made them worried but now that I have transferred and chose a major that best complements my interests, they are now more supportive and glad that I transferred.

#### *Self- Determination*

1. My education is influenced in others in many ways. My friends were very influential and helpful in the process transferring and being able to talk about with other people other than my parents. They were able to share their experiences about switching majors and transferring to another school.
2. My education is more influenced by myself. A lot of it is because I am a perfectionist and push myself to succeed and meet academic goals that I set for myself.
3. My have always stressed the importance of school and getting a degree, and have overall been driven about me going. They would tell me about things they believe they have missed out on for not attending college. So they have influenced my college attendance. I was also influenced by one of my high school art teachers. She helped me decide exactly what I wanted to do in terms of pursuing a career in art. Again my friends helped with transfer decision and major choices. And my boyfriend also took part in that process as well.
4. **SKIPPED**
5. I am very highly motivated to complete college, get a degree and finding a job/career. I want to do it for myself. I want to prove it to others and have the opportunity to get where I want to be.

#### *Feminine Ideology*

1. I very much think that there is a stereotype about the careers and the professions women should have. Historically, women were minority in the business sector. But it's a growing trend for women to appear more in "traditional" male jobs. However there still is a small amount. Women are usually pushed more towards helping professions. But I am starting to see more females in my business classes.
2. I think the most common stereotype is that women aren't making as much money as their male counterparts. They cant climb the profession/ranking ladder (\*\*higher paid positions\*\*) or be as successful as men.
3. **SKIPPED**
4. Women can succeed in any profession as long as they put their mind to it if they ignore the negative stereotypes and the history of women in the work field and aim for more without these things stand in your way.

5. Yes, I strongly believe that I personally can succeed in any profession as long as you put your mind to it.

*Choice of major*

1. I have always been passionate about and have always been happy because of it, but its not enjoyable when you are being forced to be artistic. At my previous school, I wasn't able to get an aspect of being an entrepreneur. I also didn't feel as if I was being challenged. My father is self-employed (\*\*pizza shop in Salem, MA) and I am starting to get more involved it in than I was before, and I have realized that I really do enjoy the first-hand experience of being a small business owner. I think that business would be a way to challenge myself in a job other then artistically. This would help and better prepare me, these were things I wasn't getting at art school.
2. The main reason why I decided to switch majors. I wanted to do photo-interior design so I declared a Film-video and some teaching before switching to Art Therapy. Then being closer to my father's business made me want to do more of it and then when I finally decided this is the path I want to follow.
3. I honestly just think about having my own business one day and incorporated what I like to do into that. For example, I can have my own business with wedding planning and pictures.
4. Yes I did originally change my major decision.
5. Started off in an art school to pursue an education in something related to art, specifically 'film and video' and then realized other option and potential so I decided to study business in a completely different school.
6. **SKIPPED**
7. After attaining my undergraduate degree, I don't plan on attending graduate school. I will ultimately decided what I will do depending on where I am working after college and how I feel, in order to decided if I want to reconsider graduate school.
8. I am very satisfied and excited to see where my education will take me. I like all my classes and I am starting to take classes on my 'hospitality' concentration I recently declared. Doing this and study this feel natural although it is still a challenge but in a different form that than being forced to produce art.

*GPA*

1. My being a perfectionist is strongly related to my GPA and the reason why it is pretty high. I am highly self-motivated and I am always seeking an inner challenge. It reflects how hard I've been working.
2. My GPA is important to me because I want it for myself and it is self-gratifying at the end of the semester.
3. I do not believe that my GPA is an accurate measure of my college career. Mathematically, y transfer credits are not accounted in it after switching schools. And I feel like I gained so much in my previous school but I can't see it in a number.

**Psychology major**  
**Non-transfer-Freshman**

*Parental Involvement*

1. My parents are very involved in my college career. They always ask about my grades and my classes. My dad calls me every morning to make sure I am up for class.
2. Yes, my parents have influenced the amount work I put into school. In middle school and high school they always told me and would push me to do my homework, so now it has become more natural and I don't have to be told or reminded to.
3. Before going to college, I wouldn't say that my parents were totally invested. But they were concerned if I ever needed help. My parents didn't go to high school so they didn't really understand or know exactly how to help but if I needed it they would get it.
4. For high school I went to a trade school and was interested in culinary, and my parents weren't always on the same mindset as me and didn't really agree. But when I choose to study psychology they were excited and very supportive.

*Self-Determination*

1. My education is influenced by others a lot, in the case of getting to the same level as my friends. My boyfriend and I have a bet going with who can have the highest GPA at the end of this semester. But I've always wanted to get to the same level as my friends.
2. My education is influenced a lot from myself too. I love to learn and feel like the outcome of attending school is what drives me.
3. My parents influenced my decision of attending college.
4. My parents instilled it in me to attend college instead of just finishing high school and getting into a job that pays well. They wanted me to have what they didn't have.
5. I am very motivated to complete college, earn my degree and finding a job in the future. I am willing to work hard and do what ever it takes to use my degree to help others.

*Feminine Ideology*

1. I definitely think that there is a stereotype about the careers and professions women should have. I personally don't believe, but as a society they exist.
2. The most common stereotype is that a lot of people think that women should be in helping professions. And they can't proceed into something of a higher level or standing.
3. **SKIPPED**
4. In my opinion women can succeed in any profession if they are willing to not let the gendered roles get too much into their minds and with support. They should not let things like the pay gap between men and women out them down.
5. I definitely believe that I can succeed in any profession. I didn't choose to do business because I am not passionate about it; I just am interested in psychology.

*Choice of major*

1. Going to a tech high school helped with narrowing my options. At first I was interested in culinary but when one of my cousins went to the hospital and was diagnosed with Crone's disease, I became interested in radiology and got my nursing assistance license. Then changed to psychology.
2. I realized that I wanted to help people mentally and knew I can be doing something that would have a greater impact.
3. I am really interested in being a high school counselor or in art therapy with a degree on psychology.

4. Before applying for colleges I knew that I wanted to study psychology, so I never changed my major. I just changed my interests before.
5. **SKIPPED**
6. **SKIPPED**
7. My tentative plans are to continue my education to get my Master's degree and work in between doing so.
8. I am very satisfied with my major choice decision and I can't see myself anywhere else.

#### *GPA*

1. I feel like in the long run my GPA is very important
2. To me it's a sense of accomplishment and a sense of motivation.
3. I don't believe that my GPA is an accurate measure to summarize my college career, because it on different factors- like having a certain professor or screwing up one of the years.

### **Psychology major**

#### **Junior**

#### *Transfer from North Shore Community College*

#### *Parental Involvement*

1. My parents are not really involved in my college career. They have always worked two jobs each and were busy, but they have always wanted me to go to college. They were never 'hands-on' involved with FASFA or any of the other process to get into college and continue to attend.
2. Yes my parent have influenced the amount of work I put into college because I have seen them and continue to see them work hard and that has me influenced me to work hard so that I can provide for my family of four. (\*\*long-term boyfriend, daughter-9 and son-1\*\*)
3. My parents were most involved in my education when I was in high school. They pushed me through and always made it clear that graduating high school, at the very least, was a must.
4. My parents are super supportive with my college decisions. My mother helps me out by taking care of my kid while I go to school (\*\*take night classes\*\*). And both parents constantly ask how school in going and my progress. (\*\*Oldest sibling of 3 and first to go to college\*\*)

#### *Self- Determination*

1. My education isn't really influenced by others at all. I do it more for myself and do what as to get done. I got to school, get good grades, in hopes of finishing soon).
2. 100%; I influence my education. I work full-time, have kids and I am a full-time student. That all goes to show how bad I want it for myself.
3. My parents had an influence on my actual decision to attend college, as well as my grandmother. I will be the first to earn my college degree. After I had my first born, I then knew that I wanted to be able to provide for her to the best of my abilities.

4. Always knew that I wanted to go to college. And I made some stupid mistakes my senior year in high school. Also, I am the oldest of three children and my parents always wanted me to set the example for my younger brothers; my mom always pushed me.
5. If I could pick 1000 on a scale of 1-100 for my motivation, I would. I really wanted to go for my PhD but I realized that I have to finish my Bachelor's and my Master's to get where I want to be first; secure myself. And then I can continue from there.

#### *Feminine Ideology*

1. I definitely believe that there is a stereotype about the careers/ professions women could have. I realize that when I tell people I want to be a counselor, they always say that its good and are okay with it; part of it maybe because they truly think so, but it also can be cause it's a typical female job. I always tell my daughter to pursue something she truly wants to do and interests her, and not go by what other people say or what society shows is okay.
2. I think the most common stereotype in society is the view that women must have kids, especially one after another. And that, women should pursue or be married.
3. **SKIPPED**
4. Women can succeed in any profession as long as they out their mind to it and have determination. They have to ignore the negative comments and do what they have to, in order to get where they want to be. They should take chances; if they don't then no one will see them as more.
5. Yes, I strongly believe that I can succeed in any profession. I don't consider myself to be a typical Hispanic woman who may be loud and obnoxious. I go to school and continue to go to school until I am where I want to be in life.

#### *Choice of Major*

1. I have always wanted to be a psychologist as a younger girl, so I already had my decision made. Doing an internship in psych, cemented exactly what I wanted to do.
2. Taking part in the internship
3. When I chose to major in psychology, I always knew that there if I ended up not being happy in what I originally planned on doing.
4. I did not change my major at all. But I did change the population I wanted to work with, after doing my internship in an elementary school I decided to work with high school aged kids instead.
5. **SKIPPED**
6. **SKIPPED**
7. After getting my degree, I hope to be a high school guidance counselor. And plan on continuing school and going back to get my master's and possibly my PhD, there is a possibility for me to teach at a community college some day too.
8. I am super satisfied with my major choice decision. I couldn't see myself doing anything else, honestly.

#### *GPA*

1. A high GPA is very important to me. And it is important for me trying to get into graduate school. But I don't just so it for school, also just for myself; it's a sense of accomplishment.
2. (\*\*answered above\*\*)

3. I am not sure if I believe that GPA is an accurate measure to summarize my college career so far. I feel like it is but then it isn't. I think that my experience plays a significant role and you can't see that in my GPA.

### **Psychology**

#### ***Non-transfer- Sophomore***

##### *Parental Involvement*

1. My parents are just a little bit involved in my college career. My father passed away in 2010, so it's only my mom and she wants me to do whatever I want to. She isn't really involved; she just asks if I need any help- which doesn't happen to often- but for the most part stays away.
2. My parents have always enforced putting work into school. They made sure that I got good grades and I did my homework before being distracted by other things that weren't school related.
3. My mother was more involved (a few times) when I was in elementary and middle school. But after that, there wasn't a need to check because I always maintained good grades.
4. My mother is very supportive about my college decisions.

##### *Self-Determination*

1. My education was never nor is now influenced by others much. I haven't had any negative influences and have positive influences to get things done and to do other things.
2. Majority of my education is influenced by me. I see getting things completed as a challenge or goal.
3. My dad very much influenced me.
4. Since I was five years old, I got the concept of going to college. I was always interested in new things, but I was indecisive of what to focus on. But I always knew that I was going.
5. I am very motivated to complete college, earn a degree and find a job or career. I put education first and continue to work on improving it. I was always a scholar, in high school I was an honors student. I have a higher GPA in college than I did in high school and I push more in college for what I want. For me, my level of motivation increases with time.

##### *Feminine Ideology*

1. Yes, I do believe that there are stereotypes about the careers/professions women should have in some cases, but I don't believe that is true for most. It is true women are expected to be nurses rather than doctors or secretaries rather than bosses but in a lot of cases, more recently, women are CEOs of big companies.
2. The most common is that about the jobs women are expected to have. Nurses rather than doctors and secretaries rather than bosses.
3. Society's views of women and careers have changed because in the past the majority of people thought women should be in their homes and now people are getting that women can work the same professions as men. There has been a gradual change over the years. I think women can succeed in any profession if they can manage their

priorities and balance their lifestyle— between schoolwork and social lifestyle. They need to be able to set goals, manage their time and schedule themselves to accomplish things. They must remember what is important in their future. Often times people tend to lose sight and/or focus; this is a mistake.

4. Yes, I definitely believe that I can succeed in any profession as long as I put my mind to it.

#### *Choice of Major*

1. Taking an Intro to Psychology course in my senior year of high school influenced my major choice decision.
2. The course interested me in how the mind works, especially, after my father passed. I got some answers to questions that I have always wondered about. After that experience I decided to choose psychology.
3. I have always thought about and have been interested in counseling psychology specifically with women. I want to help women with their problems and help them overcome them. I want to help empower women. And am also interested in working with teen girls- feel like this is an important age to target.
4. Yes.
5. I entered college with my first official major as Biology, but I change it the first day of classes (as soon as I could) to psychology.
6. **SKIPPED**
7. I mixed ideas about my tentative plans after college. I have been helping my husband with the dealership he owns and I might work with him after earning my degree. But ultimately, in the future, I want to open a small practice to work with women and counseling.
8. I am very satisfied with my major choice decision.

#### *GPA*

1. GPA is important. To me, GPA is a standard in school that measures intelligence in school but it doesn't apply to reality. However, it is still and encouraging motivate.
2. It's important because I have always been insecure about my grades and GPA. So I always kept mine high and worked hard to maintain it.
3. I have mixed feeling about whether GPA is an accurate measure to summarize someone's college career in general. It could measure how someone has excelled in school but the person's skill may be way below.

#### **English major- graphic design minor** ***Non-transfer- Senior***

#### *Parental Involvement*

1. My parents are not really involved in my college career. They didn't really have a say in what I decided to study. They just told me to go to college but didn't really tell me what to be.

2. Yes, I do think that my parents have influenced the amount of work I put in to school because I am the first generation to attend and soon graduate from college. Them not having gone to college makes me want to do better and graduate.
3. My parents were only involved in my education for one meeting in high school about picking a college. But they had no reason to visit my school and they didn't know what to really do, they don't have much of an input. They didn't finish middle school themselves.
4. It is not to say that they aren't supportive, but they are somewhat in the middle of supportive and non-supportive. They assume I'm fine if I don't say anything. They go along with what I tell them but they don't really say much if I do or don't.

#### *Self- Determination*

1. My education is not influenced by anyone else. It is my own will to succeed.
2. My education is highly influenced by myself. I personally don't like to fail at anything I do. My determination to succeed is my own; I have a reputation to withhold for myself. I have always been an honors student and have received awards for my work. I keep my grades up for myself not for my parents.
3. Part of my decision to attend college was influenced by the high school I attended but it was also part of my own will.
4. I attended a college preparatory charter school for high school, so it was major part of going to the high school. But I've always wanted to attend college and high school helped me further understand
5. I am very motivated towards completing college, earning a degree and finding a job. Being the first generation in my family to complete college, it makes even more motivated to be the best I can be.

#### *Feminine Ideology*

1. Yes, I do believe there is stereotypes about the careers/professions women should have but I think they are slowly breaking. Women are starting to get into more non-traditional female careers. Women need to focus on their interests and not what they "should" or "should" not be doing in according to society.
2. The most common stereotype is that women should be teachers, nurses or even not go to school sometimes. But now women are breaking barriers. In SSU, there are more females than males which is an example of breaking barriers.
3. **SKIPPED**
4. In my opinion, the women can succeed in anything as long as it is what they personally want to do and not something that they were pressured to do because of someone or society.
5. Yes, I believe that I can succeed in any profession. Sometimes I think women out perform men because female traits can easily carry to any profession and apply it different. That isn't the case for men.

#### *Choice of major*

1. My fourth grade teacher Miss. Dawson had some influence on my major choice.
2. Since fourth grade I was always interested in writing and started to learn more. It became all I knew and I enjoyed doing something I know and liking it as well. Miss. Dawson was black and she introduced me to African American writers whose style was different from others. She showed me different showed me that there are different types of writing and way to express yourself.

3. As a senior, I am still thinking about the careers I can have. I thought about it when I was applying for school, when I decided to my major and I would hear from family that I wont make money doing what I want to do. Then I realized that writing is very broad, but magazine editing/ writing is what would truly make me happy. Sometimes I feel like its not realistic.
4. I did change my major I did change my concentration from professional writing to creative writing.
5. I initially chose to concentrate on professional writing because that was most practical to make money after college but I realized that wasn't my passion so I change it to creative writing. I wanted to do something that I genuinely liked doing and was interested in, not spend money on my education on something that I didn't like.
6. **SKIPPED**
7. After graduation, my hopes and dreams are to become a magazine writer and will truly be satisfies as long as I am writing. I would hope to be in a magazine setting for 2-3 years.
8. I'm not satisfied with my major choice in terms of finding a job, but I am satisfied because I was able to study and do what I've wanted to do since fourth grade.

#### *GPA*

1. A high GPA doesn't mean much of anything to me.
2. It is forced to have a meaning because of school but I don't think it reflect hoe smart you are.
3. No, I don't think GPA is an accurate measure to summarize someone's college career. Many factors can affect someone's GPA. Not doing well in one class doesn't mean that a person didn't work hard it simply means that they struggled. It is a guideline to follow but not how much was learned.