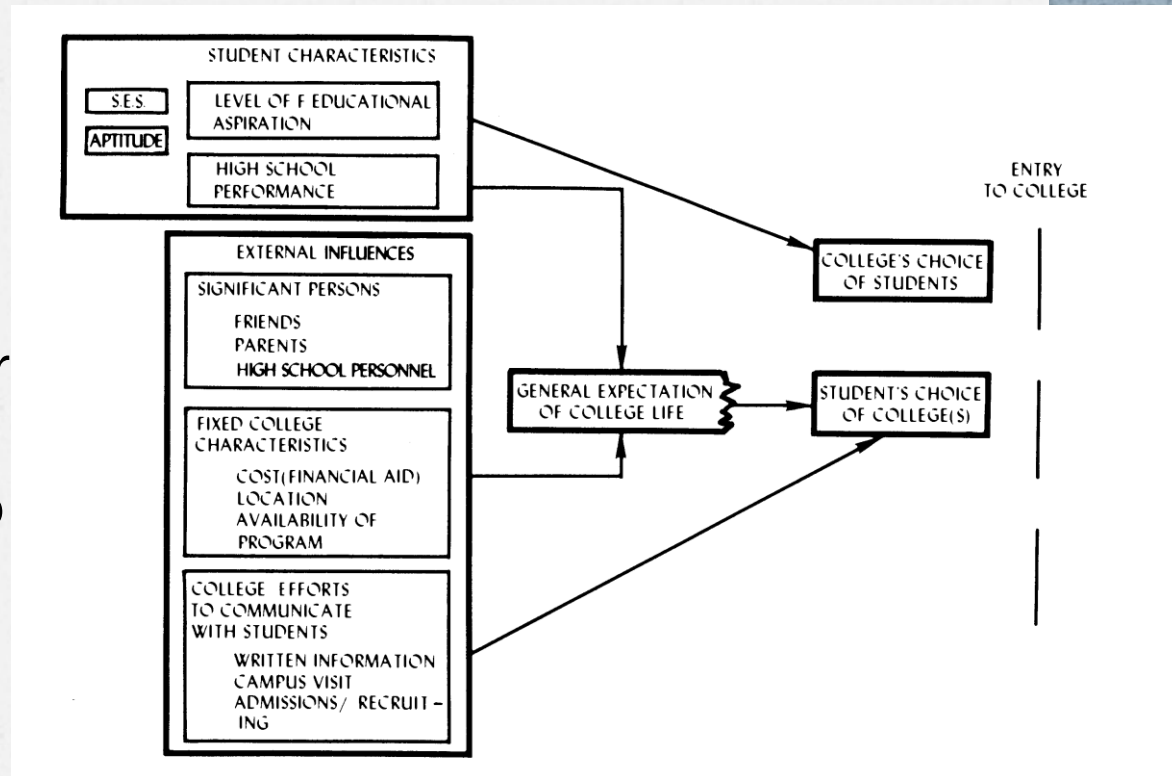# Factors Impacting Female Students' Decision to Enroll in an Agricultural College

An analysis of what is influencing female students to enroll at the University of Georgia College of Agricultural and Environmental Sciences (UGA CAES)

Elizabeth Carter, Dennis W. Duncan, Ph. D., Nicholas Fuhrman, Ph. D., K. Jill Rucker, Ph. D.
University of Georgia

Theoretical Framework

O Chapman's (1981) model of student college choice

   O Insertion of "prior agricultural experiences" into the external characteristics portion of the model

Theoretical Framework (cont'd)

O **Social Learning Theory of Career Decision-Making**

O Four areas that influence career decisions:

1. Genetic Endowments and special abilities

2. Environmental conditions and events

3. Instrumental and associative learning experiences

4. Task approach skills

Research Objectives

1. Determine the impact *interpersonal relationships* had on the female students' decision to attend UGA CAES

2. Determine the impact *prior 4-H involvement* had on the female students' decision to attend UGA CAES

3. Determine the impact *prior FFA involvement* had on the female students' decision to attend UGA CAES

4. Determine the impact *UGA CAES recruitment efforts* had on the female students' decision to attend UGA CAES

Research Design

O Mixed method analysis

O Online survey distributed using Survey Monkey®

O Surveyed entering first semester students no more than 30 UGA credit hours during Fall 2012 semester

O Acquisition of email addresses

Procedures

O Institutional Review Board (IRB) approval completed on November 18, 2012

O Data collection began December 20, 2012 and closed February 18, 2013

O Methodology in distributing the online survey was adapted from Dillman's (2000) literature on the topic

O Data was entered into the Statistical Package for the Social Science (SPSS) Macintosh version 20

O A response rate of 30% was received

    O A comparison of early and late responders was conducted based on recommendations from Linder, Murphy, and Biers (2001) and no significant differences were apparent, therefore, the results were reasoned as representative of the entire population.
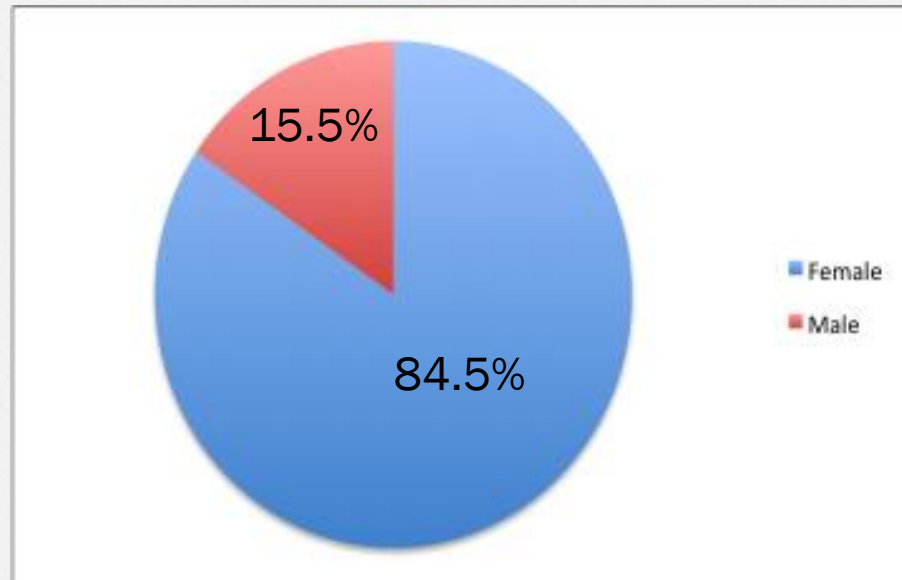
Instrument

O The online Instrument was adapted from a survey developed by Levon Esters and Blannie Bowen in their 2005 study of "Factors Influencing Career Choices of Urban Agricultural Education Students"

Instrument (cont'd)

O Contained 5 constructs:

1. Interpersonal relationships
2. 4-H Involvement
3. FFA Involvement
4. CAES Recruitment
5. Demographics

O Constructs 1-4 used a likert scale (0=no influence and 4=very high influence) with one open-ended question per construct
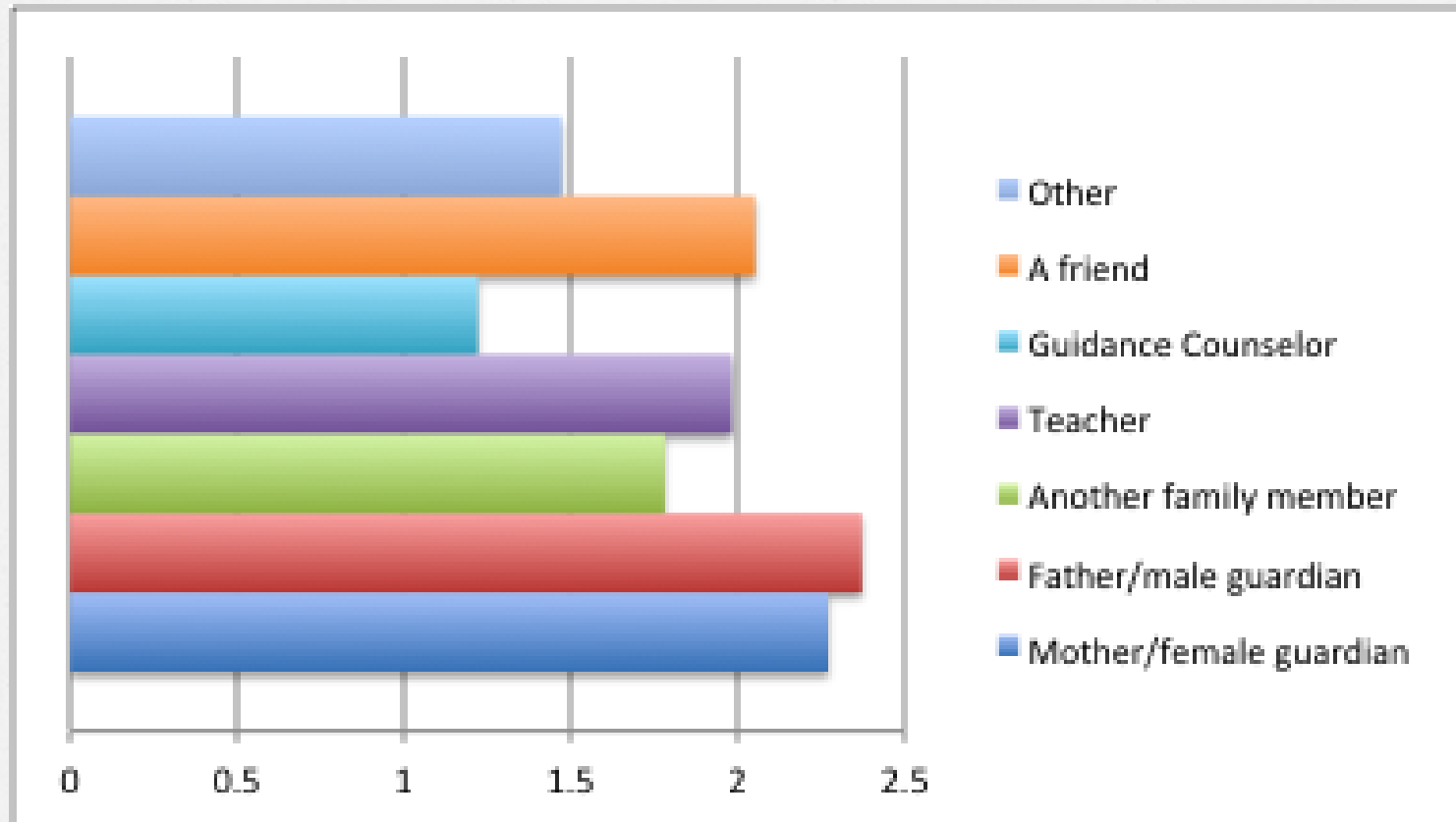
Female Population of This Study

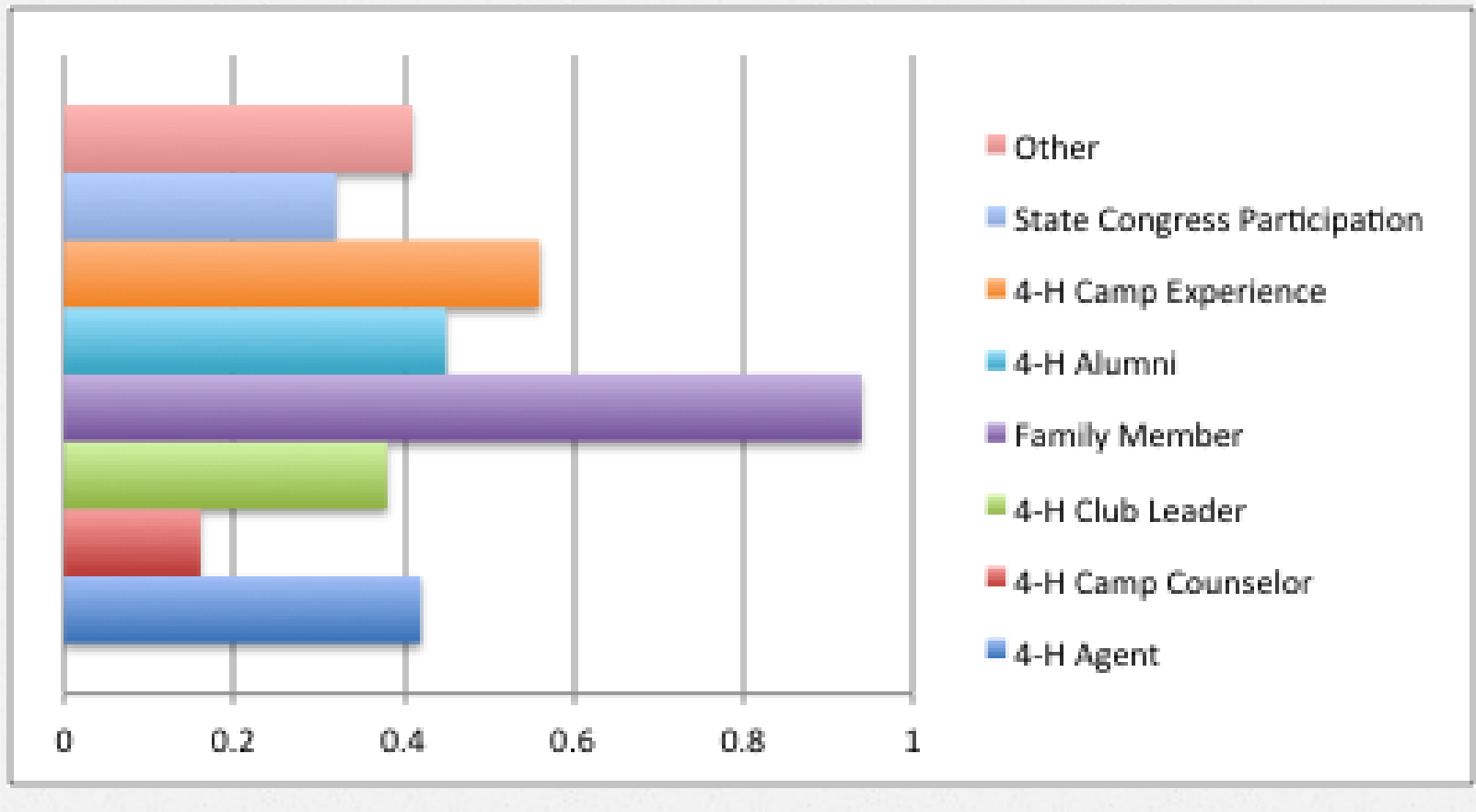O Analyzed the female participants and determined what factors motivated to attend UGA CAES

Objective 1:
Impact **interpersonal relationships** had on the female students' decision to attend UGA CAES
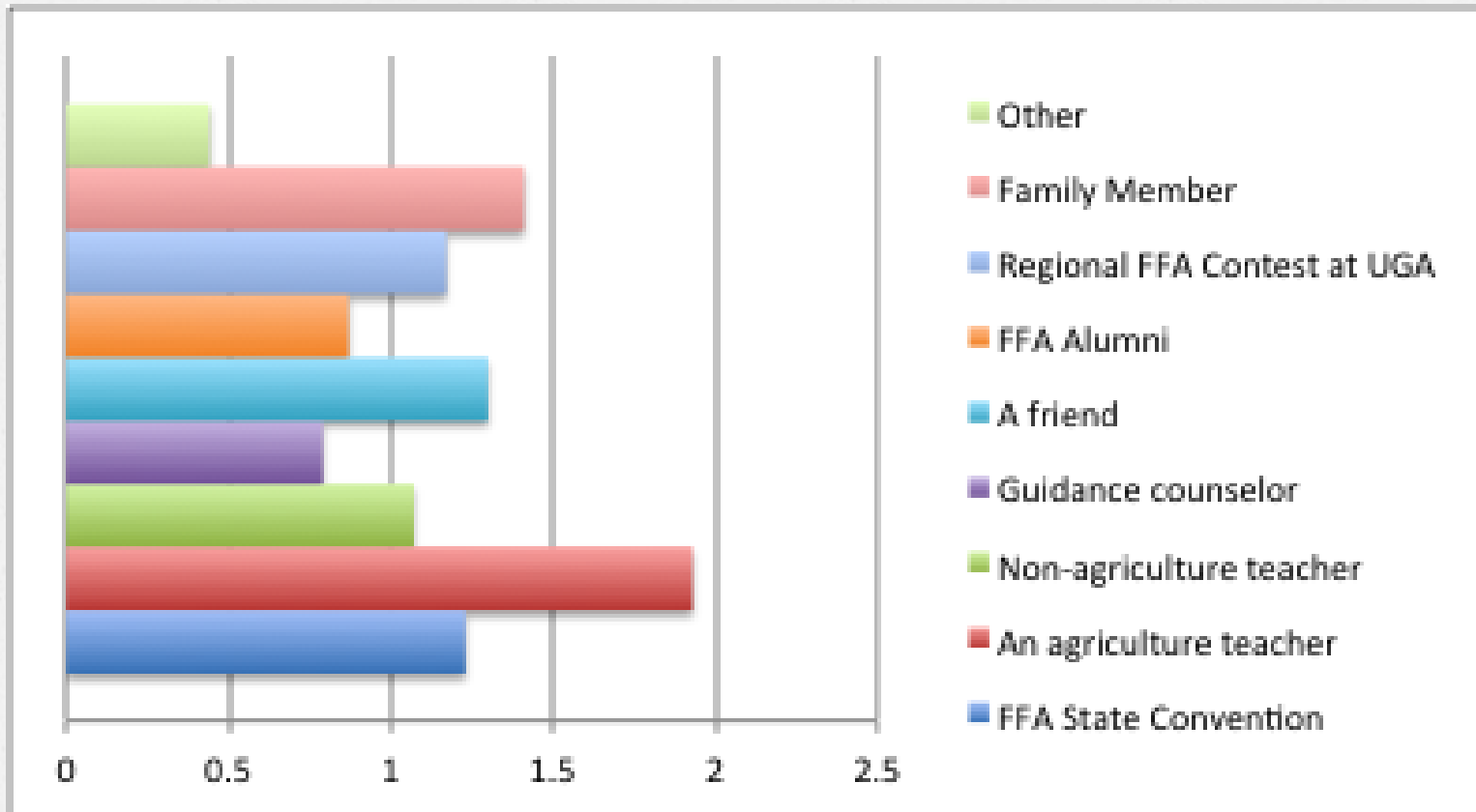
Objective 2:
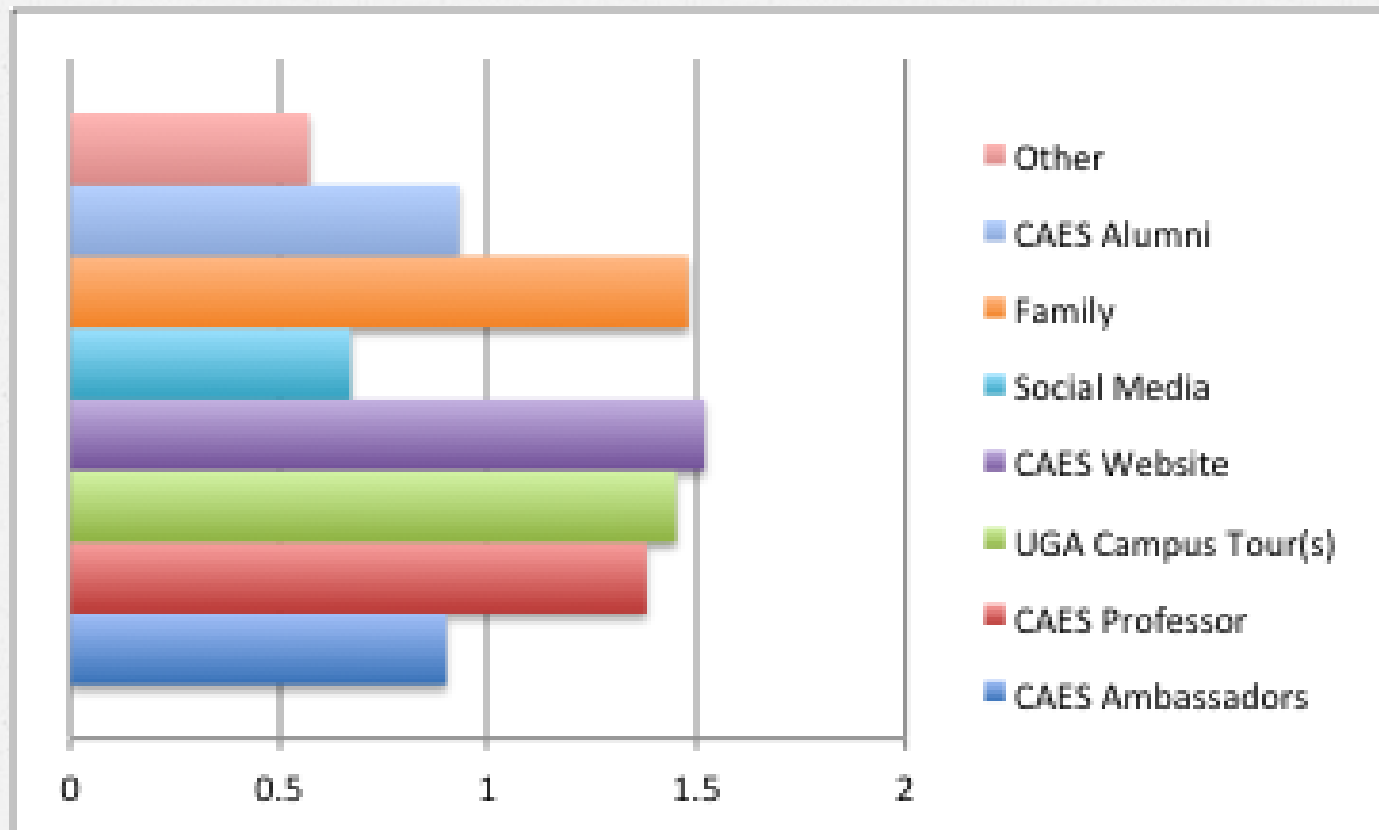Impact prior **4-H involvement** had on the female students' decision to attend UGA CAES

Objective 3:
Impact prior **FFA involvement** had on the female students' decision to attend UGA CAES

Objective 4:

Impact prior **UGA CAES recruitment efforts** had on the female students' decision to attend UGA CAES

Conclusions

The over arching trend in terms of female student enrollment at UGA CAES is the influence of *one-on-one interactions* and their importance in these individuals' college choice decision making process.

O Connection to the "significant persons" portion of Chapman (1981)'s model

Thank You!

Any Questions?