FACTORS AFFECTING WOMEN'SCAREER CHOICE AND SELF-EFFICACY: EVIDENCE FROM KHYBER PAKHTUNKHWA, PAKISTAN

Farman Ullah
Air University Islamabad, A&A Campus Kamra
farmanullahyousafzai@gmail.com
farman.khan@aack.au.edu.pk

Salman Yahya
COMSATS University, Attock Campus
salman_yahya@cuiatk.edu.pk

Abstract
The research is based on the women's career choices in Khyber Pakhtunkhwa.The main focus of the research is to judge the perception that women of Peshawar hold about different occupations, her choice of choosing her career, and to which extent she is influential in choosing her career. The study is carried out in Khyber Pakhtunkhwa, especially Peshawar. Data is primary, and descriptive statistics are being used on the questionnaire.Two portion questionnaires are developed for the study. The study suggests that fathers influence female career choices. Most of the females in the telecom sector and Khyber Pakhtunkhwa prefer job security in the job sector.

Keywords: *career choice, self-efficacy, work-related job*

Introduction
Every human has some inborn skills. It depends strictly on identifying, utilizing, and strengthening them and how to identify, utilize, and strengthen them while benefiting themselves and their societies. Those who value their lives set some purpose in life and utilize their skills, knowledge, and resources to the most for its attainment. According to Frankl (1988), individuals who determine some purpose and meaning in life and strive consistently for their attainment surely live healthy lives. This sense of meaningfulness could come from different sources, such as education, work, relationships, religion, etc. No significant work has been reported on the topic in Asia and particularly Pakistan. Further, this link of self-efficacy with career determinants has rarely been the subject of research interest. The methodology adopted for the study has been clearly stated, and findings presented in the context of the region. Based on the survey's results discussion, implications and conclusions are discussed.

Several different factors, including cultural, societal, familial, personal, etc., either directly or indirectly, shape a person's career decision. Different studies have been carried out in different cultural setups to determine the intensity of factors affecting students' career selection (Ozbilgin et al., 2005). However, the literature review represents that no authentic study focusing on identifying the career determinants of students in Pakistan, especially women, has been done so far. This study aimed to address this gap and find out factors that were important for women living in the collectivist culture of Pakistan in their career choice. The influence of different individuals and relationships was investigated. Part of the study aimed at knowing what factors amongst the individual/ relationship and the other factors were more influential in female

students' career selection process. The self-efficacy level of women of Khyber Pakhtunkhwa was determined, its link between self-efficacy and the career determinants was developed, and effort was made to know in what way a person's self-efficacy related to his career determinants. Stereotyping gender roles by specifically assigning and classifying abilities, interests, and career opportunities to men and women results in restricted career options and reduced aptitude for both. Whereas the basic function of gender roles is to articulate the expectations and how men and women should conduct, reflect and sense in the society and the world (Monica et al., 2005). At the career selection phase, every person has developed his distinct views about the world, which his past has shaped. Personality, environment, and opportunity are the main components of a person's past. So a person's perception of these factors is also an indicator of how he/she makes career selection (Borchert, 2002). A greater understanding of oneself and personality is important for making the right decision regarding a career.

Every society has incorporated women differently into its social and economic systems (Ngozi et al., 2006). Women in areas like Pakistan, with strong cultural values and social norms, have to avoid deviating from the defined boundaries, maintaining their good and respectable name in society. Here women have to consider the effect of each decision, including career choice, on the defined values and, most importantly, on family honor. A woman is told from a very young age that family reputation cannot be put at risk at any cost (Kazim et al., 2007). A girl's perception of her societal role might be inbuilt, but the societal and structural factors, like teachers and parents, also shape it up to a greater degree (Monica et al., 2005).

Literature Review

This literature review has two main divisions, i.e., factors of career choice and self-efficacy. Each category is then divided into sub-parts for more precision and readers' ease. The review starts with the individual/ relationship factors' effect on students' career selection. Relationships' influence on both men and women will be discussed, but as for nurturing the nature of the study, the effect on women will be kept in more depth. After the relationship, other work-related factors that influence career choice will be highlighted. The discussion of the work factors' influence would be followed by a review of self-efficacy. Self-efficacy with a brief explanation of its major theory will be stated. The discussion would be closed by a review of the relationship between self-efficacy and career choice. Albert Bandura, a psychologist, first developed the concept of self-efficacy in 1997 in the context of the "change in scientific behavior". It has been shown that a greater sense of personal competence is more often associated with success, better health, and greater social integration. The concept is used for a variety of topics, including physical and mental health, emotional issues, school success, professional choices, and social and political life. According to self-efficacy theory, if a person feels that the result will be positive, he will work more actively to take responsibility for his life (Bayır, B., & Aylaz, R., 2021). According to Ginsberg, personal growth is a continuous process that requires various decisions over time. Individual career choices are influenced by the external social environment, personal physical and mental development, personality traits, values, opportunities, education, and work accomplishments (Wang & Tu, 2019).

Individuals/ relationship factors influencing career selection

Ozbilgin et al. (2005) argue that no matter how strong a person believes in an independent and free career choice process, making career decisions entirely on one's orientation, without

structural surroundings, is not possible. Various studies have investigated and proved the influence of parents, teachers, career counselors, peers, and society on a person's key decisions in his lifetime. In a study about young adults' personality development and career choice process, Ferri (2006) found out that educational institutes an individual studies in peers, the neighborhood, and parents leave a significant effect on the process, with varying degrees.

Parents:

Parental support is defined by Malecki & Demaray (2003) as the informational, emotional, and practical support that parents or guardians provide to their children in their academic or vocational activities. Parental influence on the children's major decisions, including career choice, has been noticed and given more importance consistency since the importance of career was revealed and accepted back in the 1990s (Clutter, 2010). A common assumption in the past was that as an individual grows and matures, he forms his ideas and perceptions, which are less influenced by others. While making a career choice, an adult will only consider their own needs, interests, ideas, and abilities. But research further proves this idea to be grim and argues that even individuals moving away from family and home cannot decrease the familial and specifically parental influence on his career and marriage decision (Larson, 1995). Studies carried out by (Baharudin & Somayeh, 2009) add to the evidence that cultural context shapes the parenting style, which is more authoritarian in collectivist culture and is not considered unfavorable. The interaction of parents with their children impacts the overall brought up of a kid as a member of society (Dryler, 1998; Tamminen, 2006). The principles, viewpoints, and objectives (to be served as a responsible society member) parents hold are influenced by their culture (Tamminen, 2006). Studies indicate that collectivist and individualist civilizations follow explicitly different paradigms.

Siblings and Peers:

Siblings also, to a certain degree, persuade career choice. Girls with only sisters are most likely to go for the jobs conventionally regarded as feminine, whereas an elder brother may influentially restrict a girl's entry into male-dominated fields (Banks et al., 1995). Peers are also found to be influencers in career selection, especially in the absence of role models or mentors. Brekke (1997) established that force from peers at the college level results in minimal participation of those students in the MST career. Whereas Smith (2000) found out that women's choice of MST career is primarily because of male peer encouragement. Peers also have a more significant impact on shaping the women's worldview, but the type and degree of the impact differ with age. In teenagers, the effect is minimal on career and more oriented towards social behavior, attitudes, and fashion concepts. While in adolescence and post-adolescence stage, peer influence, especially the male influence on females, shapes up female ideas and beliefs about herself, her efficacy, and the aims and goals in life. And this leads to a line that distinct career options between boys and girls (Leslie et al., 1998).

Role models:

Role models may be defined as those people whose lives and conduct have some significant direct or indirect influence on important aspects of one's life (Basoc & Howe, 1979). Individuals try to find role models through analogies in clearly distinct aspects such as nationality, race, or gender (Karunanayake & Nauta, 2004). The lack of female role models in non-traditional

professions has been labeled a precarious barrier for women to adopt these vocations (Nauta et al., 1998). An immense need has been felt for female role models to make greater participation of women in non-traditional professions like Investigative and Realistic careers possible (Quimby & DeSantis, 2006). The perception of students about being in areas of authority and status also affect their future jobs. Similarly, career choice is persuaded by role models, and in a field where there is a lack of female mentors and role models, the desire for going into those areas goes down or drops (Kahn, 1993). For choosing a career, role models are mostly either educational or familial (Dryler, 1998).

Teachers/ mentors/counsellors:

Researches show the considerable impact of teachers on students' career choice. However, this influence has not always been positive (Monica et al., 2005). Gates' (2002) investigation of the role counselors/teachers play in career selection concluded that females are more driven by the teachers towards traditional careers and deterred from pursuing a career in non-traditional and male-dominated fields. School and college teachers and career counselors have different influences on students due to differences in their preferences, knowledge, and understanding. School teachers may refrain from advising male-dominated professionals, such as IT and Computers, because of their little familiarity with the fields. On the other side, due to greater awareness and understanding about the fields, college teachers often encourage students to pursue them (Freeman et al., 1999; Monica et al., 2005).

2.2 Work/job-related factors that influence career choice:

Individuals' interests differ significantly with their demographics, such as income, parents' educational level and professions, gender, religious ideology, the course of education, and even their examination system (Chan, 2009). Often a difference exists between the perceived and the actual number of existing opportunities. This misunderstanding in the number of career alternatives automatically limits our opportunities (Ozbilgin et al., 2004). Employers are mostly less interested in the advancement of mothers and women pursuing nontraditional professions. Minimal training and development and other career-oriented programs are these women enrolled in because employers view it as less beneficial (Ng et al., 2005). Further research has proved that employed mothers are judged as less capable than women who are not mothers (Ridgeway & Correll, 2004).

2.3 Self-efficacy:

Albert Bandura was the first to explore and introduce the construct of self-efficacy, which he defined as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997). Self-efficacy is the belief one holds about producing required levels of performance that influence major events in their lives (Bandura, 1997). In the years after, he integrated the construct of self-efficacy into Social Cognitive theory, so it's one of the major aspects of the theory (Pajares, 1997).

A huge amount of research has explored self-efficacy to have a large impact on student's performance and learning behavior via affecting the tasks they decide upon, their actions, determinations, and total performances (Schunk, 1995, 2003). Self-efficacy envisages the performance of the former learned behaviors and calculates the potential for new learning. Recurring success at a specific activity, increasing successful experiences across different tasks,

and constructive feedback from the environment mostly results in increased generalized efficacy. Self-efficacy can both occur as a catalyst or deterrent for motivation. Those who are higher on self-efficacy consistently choose to accomplish more challenging tasks (Bandura, 1997).

2.4 Self Efficacy and Career choice:

Self-efficacy from the past decades has been gaining much attention in educational and vocational contexts. Researchers have tried to identify its role in shaping students' perceptions and its influence on their motivation and learning (Schunk, 2003; Zimmerman, Bandura, & Martinez-Pons, 1992). Bandura (1997) pointed out that self-efficacy is not a general quality; rather, it refers to the particular beliefs about particular tasks, activities, or performances that individuals have. For instance, if an individual has a higher level of social efficacy, he believes in himself to be pretty much capable of interacting within society. Judge et al. (1998) and Gardner et al. (1998) argued that the construct of self-efficacy can be looked upon from both specific and general perspectives. Various studies suggest that self-efficacy manipulates students' choices, interests, tasks they select, and the various strategies they adopt for getting tasks done, such as cognitive and self-regulatory strategies. Different studies with different grades and levels have found both direct and indirect relationships of self-efficacy with student achievements (Schunk, 2003; Carmichael & Taylor, 2005; Lane et al., 2004)

Research Methodology

Research Design:

This study was conducted under the positivistic paradigm. According to the positivistic approach, the reality is objective and can be seen under "cause and effect" principles. According to Cavana, Delahaye and Sekaran (2001) the underlying behavior pattern can be unveiled if the pattern of cause and effect is investigated under a scientific approach. According to Creswell (2013), the positivistic approach is suitable for investigating the relationship having antecedent and outcome. The nature of the study led researchers to use a quantitative way of inquiry, particularly a survey. The inquiry followed here is a cross-sectional survey to unveil the proposed cause and effect relationship and generalize from the sample to population (Babbie, 1990). This study adopted the survey technique for several reasons. First, this study required information which are based on respondents' perceptions. So, in this scenario, the survey technique is deemed appropriate (Kerlinger, 1973). Second, according to Kerlinger (1973) the survey approach would enhance the significance of the research outcome.

Population and Sample

All the Female students of management sciences, computer sciences, and information technology at different high fee universities located in the province of Khyber Pakhtunkhwa, Pakistan, comprised the targeted population of the study. Generally, graduates of these fields are prone to a variety of career options, and this was one reason for considering them better to serve the purpose of this particular study. Only high structure universities were selected to eradicate the "need" factor for career selection to get a much wider picture of women's career choice process, i.e. the study aimed at scrutinizing factors other than need that makes up a Khyber Pakhtunkhwa women career choice.

Sampling technique:
The respondents for this study were selected through non-probability sampling in particular convenience sampling technique. The logic behind choosing this particular method was the convenient access to the respondents with limited resources (bell et al 2019; Denscombe 2016). Since the respondents were chosen based on their characteristics, it can be argued purposive sampling attributes somewhat influenced the sampling method. The respondents are purposively selected with the belief that these respondents will contribute to the research (Denscombe 2016). Moreover, we also collected the data from the respondents referred to us by other respondents as the best candidates for the type of survey we are conducting.

Data Analysis:
Three main questions were analyzed via descriptive statistics. Associations in demographics were investigated by "Cross Tabs". Major three questions were solved through frequencies. The last question was analyzed through logistic regression.

Statistics for individuals and other career determinants:

		N	%
Cases	Valid	24	100.0
	Exluded	0	.0
	Total	24	100.0

a. List-wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.890	33

Item Statistics

	Mean	Std. Deviation	N		Mean	Std. Deviation	N
I9	3.4706	1.12459	24	O9	4.1176	1.26897	24
I1	4.3529	1.11474	24	O10	4.1765	1.01460	24
I2	4.2353	.66421	24	O11	4.1765	1.28624	24
I3	3.2353	.90342	24	O12	3.5294	1.32842	24
I4	2.6471	.70189	24	O13	3.4118	.87026	24
I5	3.4706	.62426	24	O14	4.1176	.69663	24
I6	3.2353	.97014	24	O15	3.6471	.93148	24

I7	2.7647	1.03256	24	O16	4.2941	1.31171	24
I8	3.5882	1.17574	24	O17	4.1765	.63593	24
O1	4.1765	.95101	24	O18	3.6471	.86177	24
O2	3.8824	1.05370	24	O19	3.9412	.89935	24
O3	4.0000	1.00000	24	O20	4.3529	1.05719	24
O4	3.8824	.78121	24	O21	3.3529	1.27187	24
O5	4.0588	.55572	24	O22	4.1765	1.07444	24
O6	4.0588	.74755	24	O23	3.7647	.75245	24
O7	3.4118	.87026	24	O24	4.5294	.87447	24
O8	3.4118	1.37199	24				

The reliability statistics run for the second part of the questionnaire yielded a Cronbach's alpha value of .890, which is 90 percent. That means that the questionnaire is reliable, up to 90% for use in the study.

Reliability statistics for Self-efficacy:
Summary of Case Processing

		N	%
Cases	Valid	18	100.0
	Exluded	0	.0
	Total	18	100.0

a. List-wise deletion based on all variables in the procedure.

Item Statistics

	Mean	Std. Deviation	N		Mean	Std. Deviation	N
se1	3.7778	1.00326	24	se7	4.0556	.87260	24
se2	3.6111	.97853	24	se8	3.6111	1.19503	24
se3	3.4444	1.09664	24	se9	2.8333	1.29479	24
se4	3.7222	.57451	24	se10	3.2778	1.07406	24
se5	3.3889	.91644	24	se11	3.7222	1.01782	24
se6	2.9444	.93760	24	se12	3.7222	1.01782	24

Reliability Statistics

Cronbach's Alpha	N of Items
.660	12

The reliability statistics for self-efficacy resulted in a Cronbach's alpha of 0.667, 67%. This means that the questionnaire is reliable by 67% to be used in the study.

Analysis

Demographic results:

The first question of the demographics asked about whether individuals had chosen their area of specializations by "their own will", "parents will" or some "other's choice"? Eighty point one percent (80.1) of the respondents answered it to be their own choice. Sixteen point two (16.2) percent of respondents' area of specialization was selected by their parents. In comparison, three-point six percent (3.6) of the respondents said their majors were selected by someone else.

Questions tested in demographics:

From the demographics, three associations were checked. Job intention was tested with the educational level of the mother and father and with the mothers' professional status. From the literature, it was assumed that a significant association exists between parents' educational level and children's job intention.

Fathers' educational level and Job intention:

An association between the educational level of the father and the student's intention to work was checked by Cross tabulations. The test results yielded a Pearson value of 0.332, which is higher than .05, showing no significant association between the two variables. According to the statistics result, no significant relationship exists between fathers' educational level and women's intention to work. Fathers' educational level does not influence the decision of women to work or not.

Intent_Of_Job * Edu_Father
Cross tabulation

Count		**EDU_FATHER**						**Total**
		1	2	3	4	5	6	
INTENT-OF-JOB	1	5	6	8	24	76	74	193
	2	2	0	1	3	6	8	20
	3	1	0	2	0	13	18	34
Total		8	6	11	27	95	100	247

Chi-Square Tests

	Value	**df**	**Asymp. Sig. (2-sided)**

Pearson Chi-Square	11.329[a]	10	.332
Likelihood Ratio	15.183	10	.126
Linear-by-Linear Association	1.199	1	.274
N of Valid Cases	247		

a. 9 cells (50.0%) have an expected count of less than 5. The minimum expected count is .49.

A similar procedure was used for testing the significance of the association between mothers' education and daughters' career choices. The literature emphasizes that mothers' educations' have a significant association with a positive relation to daughters' seriousness about their career choices and education. The chi-square test for investigating the association between the two variables gave the following results.

Intent_Of_Job * Edu_ Mother
Cross tabulation

Count		**Edu_Mother**						**Total**
		1	2	3	4	5	6	
Intent-Of-Job	1	30	16	47	36	46	18	193
	2	3	0	4	5	3	5	20
	3	4	1	11	6	8	4	34
Total		37	17	62	47	57	27	247

Chi-Square Tests

	Value	**df**	**Asymp. Sig. (2-sided)**
Pearson Chi-Square	9.075[a]	10	.525
Likelihood Ratio	9.698	10	.467
Linear-by-Linear Association	.877	1	.349
N of Valid Cases	247		

a. 7 cells (38.9%) have an expected count of less than 5. The minimum expected count is 1.38.

The Pearson value for the test is .525, which is greater than .05 and so shows insignificance. The statistical analysis shows that no significant association exists between mothers' educational level and daughters' intention to work exists. Mothers' educational level is not related to women's decision to work. As one hundred and ninety-three women intend to work, only fifty-seven have graduate mothers, and only twenty-seven have post-graduate mothers. Thirdly, the demographics information was checked if mothers' professional status is related to women's intention to work. No significant relationship between the two variables was reported. One hundred ninety-three respondents intend to work, while fathers who are educated beyond graduation are hundred.

Intent_Of_Job * Profession_Mothr
Cross tabulation

Count		PROFESSION_MOTHR		Total
		1	2	
INTENT-	1	167	26	193
OF-JOB	2	16	4	20
	3	29	5	34
Total		212	35	247

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.644[a]	2	.725
Likelihood Ratio	.592	2	.744
Linear-by-Linear Association	.154	1	.695
N of Valid Cases	247		

a. 2 cells (33.3%) have an expected count of less than 5. The minimum expected count is 2.83.

The Pearson value is far more than .05, thus giving a highly insignificant result. Mothers' professional status has no relation with women's intention to work. As we can see, 193 out of 247 women do intend to work, while only thirty-five have working mothers. This shows that mothers being housewives or working women has no relation to daughters' work decisions.

Career_in_ownfield * Profession_mothr
Cross tabulation

Count		Profession_Mothr		Total
		1	2	
INTENT-	1	186	27	213
OF-JOB	2	25	8	33
	3	1	0	1
Total		212	35	247

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.309[a]	2	0.191
Likelihood Ratio	3.059	2	0.217
Linear-by-Linear Association	2.363	1	0.124
N of Valid Cases	247		

a. 3 cells (50.0%) have an expected count of less than 5. The minimum expected count is .14.

The Pearson value indicates insignificance. Mothers' professional status is not related to women's intentions to pursue non-traditional careers. Two hundred and thirteen out of two hundred forty women intend to pursue a career in their area of specialization, while only thirty-five mothers are working women.

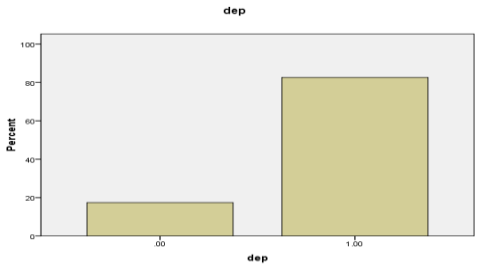
Second Section:

The second section of the survey asked the respondents about their importance to different individuals and work-related factors while choosing their career choice. The top three or three

most important individuals/relations for women in career choice, identified from results, are father, mother, and teachers. Sixty-five percent of the respondents ranked "Father" as very important to their career choice. Mother was rated as very important by fifty-seven point five percent of the respondents. A portion of thirty-seven percent of respondents ranked teachers as very important. The least three influential individuals for women in career selection are friends, relatives, and fellow students. Two-point eight percent (2.8) of the total responses ranked fellow students as very important, only (3.2)% declared relatives as very important, while eleven point seven (11.7) percent stated friends as very important. To test, what work-related factors are the most and least important for women in their career choice? A list of twenty-four work-related factors was prepared. Three questionnaires from the literature were selected and amalgamated, taking the similar ones once only. Hence the questionnaires were developed and used in a different culture, focus group discussions were carried out to check their relevance. Two new factors that were not present in the questionnaires were generated from focus group discussion and added to the list of factors. This section included factors or career determinants other than individuals/ relationships. Respondents were instructed to rate the influence/importance of factors such as "flexible working hours", "interesting and challenging work", "pleasant working conditions", "job security" etc. in career choice. The Likert scale used was the same as for individuals/relationships, ranging from very unimportant to very important. Frequencies and percentages of Descriptive statistics were run for all the twenty-four factors to find the most and the least important work-related factors for the women of this region.

The statistical analysis yielded "Job security" as the most important career choice determinant. 61.5% of the respondents rated it the most important factor in their career choice. The second important factor identified via analysis is "Safety/Risk-free job". This factor was not present in the questionnaire and was generated in focus group discussions. Fifty-six point seven (56.7) percent of the total sample emphasized it's being more vital to them in a career. The third most important factor, which fifty-three point four percent respondents stressed, is "Pleasant working conditions". To test, what is the overall self-efficacy of women of Khyber Pakhtunkhwa? Frequencies were run to find whether the most portion of the women in Khyber Pakhtunkhwa have higher self-efficacy levels or are low on self-efficacy. The result shows that 82.7 percent of the respondents hold high levels of self-efficacy, and 17.4% have low or below average.

Self-efficacy:



Levels of Self-efficacy (chart 3.1)

To test another question, do the individuals, and work factors influence people's low and high self-efficacy, and how? The composite score was computed for both the individuals and the work-related factors. These scores were then taken as independent variables and were tested for

their influence on self-efficacy levels. The question aimed to know if individuals and work factors have different influences on different self-efficacy levels. Logistic regression was run to discover individuals' and work factors' influence on self-efficacy levels and whether individuals and work factors influence people's low and high self-efficacy differently.

Classification Table-A

Observed			Predicted		
			Dep		Percentage Correct
			0	1	
Step 1	Dep	**0**	0	34	.0
		1	2	188	98.9
Over All Percentage					83.9

a. The cut value is .500

Variables in Equation

		B	S.E.	Wald	df	Sig.	Exp (B)
Step 1[a]	individual	.140	.350	.159	1	.690	1.150
	work factor	.588	.312	3.558	1	.059	1.800
	Constant	-1.059	.923	1.318	1	.251	.347

Results show that the overall model is significant. The P-value for individual/relationships influence is greater than 0.05, which shows that the results are insignificant. At the same time, P-value for work-related factors gave significant results. The next section presents the list of various jobs and work areas identified by the respondents. Nine different jobs where they wanted to pursue their career after completing education were stated by the respondents in this open-ended question. The numbers written on the right of these professions present the codes given to them in SPSS.

Banking: 2	Teaching: 1	Civil services: 6
Airlines: 8	NGOs: 3	Entrepreneurship: 5
Telecom industry: 9	Networking: 7	Multinational companies: 4

Career_Open

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	13	5.3	7.4	7.4
	1	54	21.9	30.7	38.1
	2	48	19.4	27.3	65.3
	3	21	8.5	11.9	77.3
	4	13	5.3	7.4	84.7
	5	9	3.6	5.1	89.8
	6	10	4.0	5.7	95.5
	7	5	2.0	2.8	98.3
	8	2	.8	1.1	99.4
	9	1	.4	.6	100.0
	Total	176	71.3	100.0	
Missing	System	71	28.7		
Total		247	100.0		

Percentage of various careers
*0 was given to the responses that stated they want to work but are not sure yet.
*Missing shows the number of blank open-ended questions.

Conclusion

This research has studied women's career choice factors/influencers, including individuals and work-related factors, women's self-efficacy, and its relation with these career influencers.

Discussion and conclusions

The first question in demographics asked the respondents whether they had chosen their specialization subject by their own choice, parents' choice, or anyone else's choice. 78.% of the respondents have chosen their major subject by their own will. While 8.1% had taken the subject by parent's choice and 13% had gone for other's will. While a significant number of respondents have chosen their specialization subject themselves, the major percent of these respondents intend to choose their career by consultation with others. 42.1 percent will consult others, including parents, teachers, siblings, etc., before choosing a career. Literature suggests that parents' education has a vital impact on children's career choice process. It's believed that parents"

educational level directly relates to children's seriousness about education and career. Question about job intention was tested against the educational level of both father and mother separately to know if any relationship between the two variables exists in this part of the world. No significant association was found by chi-square analysis between parents' educational level and women's job intention. While a larger portion of the total sample, i.e. 78.1 percent, intends to work, only 40.5 percent of fathers are postgraduates and 38.5 percent are graduates. Similarly, a very small number of mothers' i.e 10.9 percent are postgraduates, and 19 percent are graduates.
Further, this study suggests that no relation was statistically established between job intention and the mother's professional status. In Pakistan, collectivist culture is followed, where a person makes his decision for the welfare of everyone associated with him. Women are less likely to work because household responsibilities are held primarily for them, and most of them have to perform them without help.

Recommendations

Women of Khyber Pakhtunkhwa do not follow a systematic subject and career selection process. This is because no clear assistance is available to them. Parents, teachers, and siblings need to properly give students career selection. They need to understand the importance of the right subject selection and proper career counseling in students' life. Career counseling should begin at a very early age. Parents and Teachers at school should observe students determine students' aptitude towards various careers and help and encourage them in pursuing those careers. The huge impact of individuals in the career choice process of women is imminent from the results. These relations might not be aware of the considerable role in women's career selection. There is a huge need to inform these relations about their intentional or voluntary influence on women's career choices. They might manipulate their impact to ensure a better career choice for them. Students, especially female students, cannot survive in society without considering the impact of different individuals and their relationships. This throws huge responsibility on the shoulders of important individuals to sensibly use their role in shaping up the professional life of these female daughters, sisters, students, and partners. Pleasant working condition is also associated with safety/risk-free factor. An individual can work well only when he/she is provided with a favorable work environment. Unpleasant and unlikely conditions lead to decreasing interests on the part of employees, thus fostering turnover rate, increased costs, and lower productivity.

Limitations of the Study

Though the size of the sample was large enough for concluding safe assumptions, the larger part of the data was collected from one part of the province (Peshawar), which might not be accurate for generalization about all the women of KP province. Time was one of the major limitations of the study.

Future Directions

1. A study on how parents and teachers can help students follow a better logical way of career selection?
2. A study that examines the current educational system and industry policies and what can be done to improve them?
3. The link of self-efficacy and career determinants, both individuals and work factors should be studied in detail to know if the influence of these factors differs on different self-efficacy levels.

References

Baharudin, R., & Somayeh, K. (2009). Parenting Style in a Collectivist Culture of Malaysia. *European Journal of Social Sciences*, *10*.

Bandura, A. (1986). Fearful expectations and avoidant actions as coeffects of perceived self-inefficacy. *American Psychologist*, *41*, 1389-1391.

Bandura, A. (1997). Self-efficacy: The exercise of control. *W.H. Freeman and Company*. New York.

Bandura, A. (2000). Exercise of human agency through collective efficacy. *Current Directions in Psychological Science*, *9*, 75-78.

Bandura, A., & Wood, R. E. (1989). Effect of perceived controllability and performance standards on self-regulation of complex decision-making. *Journal of personality and social pscychology*, *56*(5), 805 - 814.

Bandura, A., Adams, N. E., & Beyer, J. (1977). Cognitve Processes mediating chnage. *Journal of personality and social pscychology*, *35*(3), 125-39.

Bandura, A., Adams, N. E., Hardy, A. B., & Howells, G. N. (1980). Test of genrality of self-effiacy theory. *Cognitive therapy and research*, *4*, 39-66.

Banks, M., Bates, I., Breakwell, G., Bynner, J., Emler, N., Jameson, L. and Roberts, K. (1995). *Careers and Identities*. Philadelphia, PA. University Press.

Basoc, S. A., & Howe, K. G. (1979). Model influence on career choices of college students. *The Vocational Guidance Quarterly*, *27*, 239-24.

Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*, *11*(1), 56-95.

Betz, N. E., & Hackett, G. (1981). The relationship of career-related self-efficacy expectations to perceived career options in college women and men. *Journal of Counseling Psychology*, *28*, 399-410.

Betz, N. E., & Hackett, G. (1983). The relationship of mathematics self-efFicacy expectations to the selection of science-based college majors. *Journal of Vocational Behavior*, *23*, 329-345.

Betz, N. E., Harmon, L., & Borgen, F. (1996). The relationship of self-efficacy for the Holland themes to gender, occupational group membership, and vocational interests. *Journal of Counseling Psychology*, *46*, 90-98.

Bloomfield, M. (1917). *Finding one's place in life* (pp. 149-151). Chicago: Howard Severance Company.

Borchert, M. (2002). *career choice factors of high school students*. University of Wisconsin-Stout.

Bratcher, W. E. (1984). The influence of the family on career selection: A family systems perspective. *The Personnel and Guidance Journal*, *61*(2), 87-91.

Brekke, S. E. (1997). Physics classes, career choices, and inner-city schools. *The Pysics teacher*, *35*(8), 512.

Bright, J.E.H., Pryor, R.G.L. and Harpham, L. (2005). The role of chance events in career decision making. *Journal of Vocational Behavior*, *66*, 561-76.

Budig, M., & England, P. (2001). "The wage penalty for motherhood.". *American Sociological Review*, *66*.

Bush, T., Bell, L., & Middlewood, D. (Eds.). (2019). *Principles of educational leadership & management*. Sage.

Carmichael, C., & Taylor, J. A. (2005). Analysis of student beliefs in a tertiary preparatory mathematics course. *nternational Journal of Mathematical Education in Science and Technology*, *36*(7), 713–719.

Cavana, R., Delahaye, B., & Sekaran, U. (2001). Applied business research: Qualitative and quantitative methods. new york: John willey & sons.

Chambliss, C. A., & Murray, E. J. (1979). Efficay attribution, locus of control and weight loss. *Cognitive therapy research*, *3*(4), 349-353.

Chan, kwok lai. (2009). Secondary 7 students attitude's towards teaching as a career: implications for teachers recruitment. *eduaction planning digest*, 36. Hong Kong.

Chartrand, J. M., Borgen, F. H., Betz, N. E., & Donnay, D. (2002). Using the Strong Interest Inventory and the Skills Confidence Inventory to explain career goals. *Journal of Career Assessment*, *10*, 169-189.

Babbie, E. (1990). The essential wisdom of sociology. *Teaching Sociology*, *18*(4), 526-530.

Chartrand, J. M., Borgen, F. H., Betz, N. E., & Donnay, D. (2002). Using the Strong Interest Inventory and the Skills Confidence Inventory to explain career goals. *Journal of Career Assessment*, *10*, 169-189.

Creswell, J. W. (2013). Steps in conducting a scholarly mixed methods study.

Denscombe, M. (2016). Forskningshandboken (Vol. 3). *Lund: Studentlitteratur*.

Frankl, V. E. (1988). *Will to meaning: Foundations and applications of logotherapy* (Exp. ed.).). New York: NY: Meridian.

Kerlinger, F. N. (1973). Review of research in education.

Kumar, S. (2016). Parental influence on career choice traditionalism among college students in selected cities in Ethiopia. *International Journal of Psychology and Educational Studies*, *3*(3), 23-30.

Kyriacou, C., & Coulthard, M. (2000). Undergraduates' views of teaching as a career choice. *Journal of Education for Teaching*, *20*(2), 117-126.

Ozbilgin, M., Kusku, F., & Erdogmus, N. (2005). Explaining influences on career "choice": The case of MBA students in comparative perspective. *International Journal of Human Resource Management*, *16*(11), 2000-2028.

Wang, N., & Tu, C. C. (2019). *Influence of learning motivation of mainland Chinese students to universities in Taiwan on career adaptability: With future time perspective as mediator* (Doctoral dissertation, Dhurakij Pundit University).

Baharudin, R., & Somayeh, K. (2009). Parenting Style in a Collectivist Culture of Malaysia. *European Journal of Social Sciences*, *10*.