Gendered Career Choices and Impact on Women Empowerment: A

Study of Rawalpindi & Islamabad
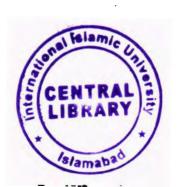
Researcher:

Samina Akbar
135-FSS/MSSOC/S13

Supervisor:

Prof. Dr. Saif Abbasi
Deputy Dean/Chairman

Department of Sociology
Faculty of Social Sciences
International Islamic University Islamabad
2016

MS
3314
SA...

INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD, PAKISTAN

FECULTY OF SOCIAL SCIENCES

DEPARTMENT OF SOCIOLOGY

It is certified that thesis submitted by Ms. Samina Akbar, Reg. No. 135-FSS/MSSOC/S13 titled as **"Gendered Career Choices and Impact on Women Empowerment: A Study of Rawalpindi & Islamabad"** has been evaluated by the following viva voce committee and found that the thesis has sufficient material and meets the prescribed standard for the award of degree MS in the discipline of Sociology.

<u>Viva-Voce Committee</u>

Supervisor

Prof. Dr. Saif Abbasi

External Examiner

Prof. Dr. Mussawar Shah

Internal Examiner

Dr. Rabia Gul

Head Department of Sociology

Dr. Rabia Gul

Dean Faculty of Social Sciences

Prof. Dr. N. B. Jumani

Abstract

Pakistan is among the patriarchal societies where gender discrimination is apparent in all fields of life. Women's rights are violated and they are exploited, even they are not allowed to express their opinion in decisions regarding their own lives. Socio-cultural norms and patriarchal values restrict women's mobility, their participation in job market and ownership of property. It is commonly believed that nations cannot make progress in any field of life until they give equal rights to all members without any discrimination. Keeping in view the significance of the issue the current study was conducted and aimed to measure the role of social influence in career related decisions, to analyze the impact of gender biases on career choices of women and to find out the role of career in women's socio-economic empowerment. For this purpose, 300 married working women were randomly selected from twin cities (Islamabad & Rawalpindi). A structured questionnaire was constructed in the light of the objectives of the present study, which started from socio-demographic profile of the respondents, in order to understand the complexity of women's empowerment in household decisions, ownership of property and freedom of mobility. The major findings of the study revealed that economic contribution has enhanced the respondent's social status and they participate in household decisions. A significant majority of the respondents reported that they own property in the form of home, jewelry etc. Multiple correlation model was used to measure the inter-correlation among selected variables. The correlation shows that empowerment has a significant positive correlation with freedom of mobility and decision-making power while it has a negative correlation with restrictions on gendered career choice. Moreover, simple linear regression was computed to measure the effect of gendered restrictions and decision-making power on female empowerment. Finally, the study also suggests that welfare of any society depends on the equal participation of both genders in every walk of life; therefore, women who are capable should be encouraged to work outside home.

Acknowledgments

I am greatly thankful to friends from Quaid-e-Azam, Fast, Arid universities and NARC whose support and cooperation throughout the process of data collection is admirable. Last but not the least; I would like to pay my thanks to all those Librarians and staff of my university who supported me in my research work. May ALLAH bless them with long, happy, and peaceful lives (Ameen).

<div align="right">**Samina Akbar**</div>

Table of Contents

List of Tables

List of Figures

CHAPTER 1

INTRODUCTION

Recent era is believed to be an era of social change and modernization in which modern values are replacing traditional beliefs. After the Second World War, a dramatic change accrued in structure of global economy. Advancement in economic structure created need for cheap labor and women are usually considered less paid market participants. In patriarchal societies, women are not responsible for economic needs of the family; their responsibilities include rearing and caring of the family. Capitalism has created notion that women are not part of the economy and public life such as politics, culture, science, and technology but they belong to private sphere where they are responsible for child rearing and caring (Meis, 2002). This notion has helped capitalism to grow because women are paid less despite the fact they are a large part of production and consumption in market economy.

Numerous social scientists have considered women empowerment as one of the significant concerns for developed countries. The global gender gap (2002-2007) indicates that gender gap remained 24.6 points during this time period in Latin America and the Caribbean, the advanced economies, Africa and the Middle East. Technological advancement, globalization and international government and nongovernmental organizations have generated space for women in public domain but situation is still not very satisfactory (Lomnitz, 1977).

In modern societies, patriarchal norms are still crucial part of people's lives. Patriarchy strictly defines the private and public domain. Women belong to private sphere where they are perceived as submissive and dependent on their male counterparts for their economic needs. Women are responsible for household activities like rearing and caring of children, cooking, cleaning, etc. With the passage of time due to social, economic and technological changes women get involved in getting education and curriculum in modern education system is West based which is challenging the traditional norms and changing the mind set of people (Khan, 1999).

It is culture that assigned different gender roles to both sex according to its own setup. Gender differences are socially constructed. Social construction of gender begins from early socialization. People do not merely internalize gender roles as they grow up but they respond to changing norms in society. Any act of members of particular culture that is not according to their cultural set-up is often stamped as stigma. This is the reason that any unusual act most of the time get the attention of the members of any specific culture (Nussbaum, Basu, Tambiah & Jayal, 2003).

Women are participating in labor market but they are kept limited to specific fields such as education, health, arts and clerical jobs. Women have limited chances of career growth due to patriarchal beliefs and stereotypes, which are totally gender based. According to Canadian labor force survey (1986) involvement of women in labor force is rapidly increasing over the past decades but the number of women occupying positions of power, prestige, and leadership within their fields remains low.

Acceptance of women pursuing male-dominated careers has increased (Mendez, 2000). In traditional societies, career choices are still limited due to gender role differences, in strictly defined gender roles the home and family are the basic responsibilities of female and male are responsible for economic needs of the family. Role of women is limited to home, nurturing and care. Women's involvement in labor market was perceived as threat to patriarchal and traditional norms. Society has made many gender differences and stereotypes regarding potential and capabilities of male and female. Negative stereotypes about women hinder their performance, depress their self-assessments of ability, and bias the evaluations made of them by key decision makers (Halaby, 2004).

Gender expectations highly influence women's beliefs regarding their future career and they learn these gender roles and expectations during the process of early socialization. Parents play key role in children's emotional and self-development (Jennifer, 2007). Parents expect from their children to choose career of their choice, through this demand they try to fulfill their own unfulfilled career dreams. Career preferences are different and limited for girls. American Anthropologist George P. Murdock (1935) studied 224 traditional pre-industrial societies, where warfare, metalworking, hunting, trapping, and fishing are predominantly male activities, whereas cooking, and the manufacture and repairing of clothes, pottery making etc. are female activities. Parents in modern societies still believe that highly technical careers are not suitable for girls despite the fact enrolment of females is higher than boys in science and math subjects at school and college level but in field they are still less in number.

3

Baltiwala (1994), states that economic dependency is a major factor behind male dominance, so to preserve this dominance for a long time patriarchal structure creates hurdles in the way of women empowerment through gender stereotypes or gender beliefs. In 21st century, it is believed that many of the barriers in the way of women's career such as lack of technical training, limited job opportunities have been reduced.

According to Jennifer (2007), parental education is also a very important element for female's career. If parents are well educated, they will allow their daughters to select any career. Daughters of working mothers are more likely to have choice of working outside.

Super (1990) reported career preparation in adolescence is an important precursor for successful career development across the life span and closely related to adolescent adjustment and well-being (Skorikov, 2007). During adolescence, the development of a vocational identity is a central developmental task (Erikson, 1968). Career aspirations refer to an individual's expressed career related goals or intentions and also include motivational components which are not present in mere interests (Silvia, 2001).

Research indicated that adolescents' career aspirations are among the most useful predictors of eventual occupational choices made in adulthood (Schoon & Parsons, 2002). Students are basically free to apply to the vocations of their choice, but the available vocations differ markedly in availability and personal requirements. In contrast to students of similar age and grade level in the U.S. and many other countries, this implies that career decision-making was an imminent developmental task for participants that supposedly would have an impact on their career aspiration development. Even in

early adolescence students would show a clear appreciation of the environmental opportunities and limitations when naming career aspirations and would not just be focused on fantasy, prestige, gender, or power. Research with U.S. children implied that even in sixth grade students named only a few purely fantasy aspirations and most already possessed at least one realistic aspiration (Trice & Hughes, 1995).

According to Blumberg (1989), female's economic power enhances the wellbeing and wealth of the nation. Blumberg argued that women who have control over their income have fewer children and are generally more willing to send their children to schools even if they are earning less than their male counterparts. Women education and career have many other positive effects on the society like increase in age of marriage, use of contraceptive methods, fertility, and mortality rate.

Malhorta (2002) viewed women empowerment demographically, socially and economically. The research analyzed empowerment of women and its impact on poverty reduction. The findings of the study indicated that if level of women empowerment is low it will have negative effects on development and will increase poverty.

A study was conducted by Senarath and Gaunnawardena (2009) on women's autonomy for decision making regarding health care in South Asia. The findings of the study revealed that most of the decisions regarding health of women were taken without their participation, their participation increase with the education, age, and number of children. Findings of the study also revealed that women who are working in labor market and economically contributing in the family are powerful in decision making as compare to those who are not employed.

5

Acharya (2010) conducted a study in Nepal to measure the women's autonomy in household decision-making. The study was designed to explore the links between women's position within household and their power of decision making. Findings of the study showed that social and demographic factors influence the autonomy of women in decision making regarding purchasing of goods, health care expenditures and visiting the relatives. Findings of the study also revealed that nearly half of the respondents married working women, who take decisions regarding their own health jointly with their husbands.

In this study, major focus was on the level of change in women empowerment after their involvement in paid labor, household decisions, and hold on economic resources of the family. Thus, this research was intended to find out the relationship between societal beliefs and impact of career on their social and economic empowerment within household.

1.1 Background of the Study

According to Labor Force Survey (2013), Women's participation in labor market has increased from 16% in 2000 to 24% in 2012. Changing economic conditions and increasing cost of living are two major factors that are forcing women to participate in labor market. To maintain the traditional power structure and male dominance in traditional cultural, occupations are classified as men's work or women's work (Khan, 2014).

With participation in economic activities over all social status of women has increased. There is a significant change in power relationship but the overall pattern of

gender differences still exists. Economic independence increases the overall participation in houschold decisions but this empowerment is strongly related to extent of economic participation. Men are considered more empowered because society accepts their role of breadwinner but women face problems to gain a status of decision maker in household. Major focus of this study was to find out the role of societal beliefs in career aspirations and later on career related decisions, secondly to find link between level of economic participation and involvement in household decisions.

1.2 Statement of the Problem

The present study was aimed to analyze the impact of gender beliefs on the career aspirations of women and impact of career segregation on the empowerment of women in terms of economic independence and involvement in household decisions. Women's involvement in paid job market has affected her social status and social valucs. Women's empowerment is of great importance especially in developing countries like Pakistan where 23% of the people are living under the poverty line, per capita income is very low, child mortality and maternal mortality are at higher rate (GOP, 2007) as well as womcn are exploited and discriminated in all fields of life (Amnesty International, 2008).

1.3 Objectives of the Study

- To study the socio-economic characteristics of the respondents
- To explore the role of social influence in career related decisions
- To investigate the role of career in women's socio-economic empowerment
- To analyze the impact of gender biases on career choices of women

1.4   Research Questions

- What are the socio-economic characteristics of the respondents?

- How different socialization of the sexes leads towards different career aspirations?

- What is the role of career in socio-economic empowerment of women?

- How gender beliefs create an impact on the career choices of women?

1.5   Hypotheses

1) There is no association between gendered career choices and empowerment of women.

    a) Higher the level of restricted career choices, lower will be the level of women empowerment.

2) There is an association between career counselling and women empowerment.

    a) Lack of awareness regarding career leads towards lower socio-economic empowerment of women.

    b) Lower the guidance regarding career choices, lower will be the socio-economic empowerment of women.

1.6   Significance of the Study

This study helped to understand the role of gendered socialization on the career aspirations of women. Pakistani culture is based on patriarchal values, public and private spheres where gender roles are strictly defined and regulated through the process of socialization. In this context, the present study was aimed to understand the nature of career aspirations in women and to find out the relationship between these aspirations and

8

societal demands and expectations. Career highly influences the status of women in both public and private domains; this research is aimed to find out the impact of economic independence on the social and economic empowerment of working women in household. This study contributed in existing knowledge on career of women and dimensions of women empowerment. The present study has a valuable contribution in the discourse of gender and gender issues in contemporary era.

Figure 1.7   Conceptual Framework

- Age
- Gender
- Education
- Occupation
- Job status
- Family type
- Family size

Gendered socialization
  - Parent child relationship
  - Dress
  - Leisure activities
Personality development
  - Mother role model
  - Family oriented
Subject selection decisions
  - Availability of subjects
  - Parents preference
  - Individual preference
Career counseling
  - Lack of awareness
  - Lack of guidance regarding career choices
Religious and cultural norms
  - Sex segregated environment
  - Restricted mobility
Expenditure on education and training
  - Limited financial resources
Gendered career choices (Soft jobs)
  - Less technical fields
  - Less physical activity
  - Less time required
  - Limited public dealings
Work environment
  - Cooperation of colleagues
  - Supervisor support
  - Work pressure
  - Female staff protection and security
Work-family balance
  - Trade-off Family between job
  - Flexible working hours
  - Transport facility by organization

Social empowerment

- Prestige in social relationships
- Involvement in household decision
- Freedom of mobility

Economic empowerment

- Household budget
- Property ownership

CHAPTER 2

LITERATURE REVIEW

A literature review is an account of what has been published on a topic by recognized scholars and researchers. It helps the researcher to research on a particular topic by selecting high quality articles or other studies that are related, important, and applicable and to summarize them into a complete report. Review of literature helps the researcher to keenly understand the research topic, clear the dimension of the research h, to refine the methodology and assists in development of tool.

Ahmad and Sultan (2004 reported in recent decades that Pakistani women have become more career oriented, as prosperity of any society lies in the equal participation of both genders in the development of society. Pakistan is the country where feudalism is, and has always been in power and exercised by the feudalistic upper-class landlords. Strong, sluggish and artificial cultural and social values are practiced considering the most blessed and holy path for the life. These values are pro-men and originated from the old patriarchal system of the society. Women in this system are given very lesser chances in all occupations comparing with men. Women are supposed to subjugate before male of the family in any case. Access to education, health, job, labor market and other opportunities is restricted and decided by the men of the family (Tisdell, 2002).

Study of Eddleston (2006) reported that status of women in every culture is not constant, but it varies according to economic class and living standards. The availability of limited resources to women belonging to lower class leads them towards poor health

11

condition and lower education status. Honor of the family is associated with the sexuality and mobility of women so women are restricted strictly to private domain. Women are not encouraged to go outside home due to religious and cultural barriers (Goheer, 2003).

Previous studies indicate that society determines the accepted behavioral norms for men and women and encourages gender disparities in interests and activities. Customary gender roles set desirable behavior and qualities for both genders, which lead to the development of career related gender, based stereotypes (Betz & Fitzgerald, 1987).

Through the process of expectancy confirmation and self-regulation gender stereotypes often affect individual's family and career role (Darley & Fazio, 1980). According to Hakim (2006), women's occupational choices are less traditional today as compared to three decades back. The gap between both genders participation in labor market has decreased around the globe (Elder & Johnson, 2001). Women are still concentrated in very limited fields where they get lower pays than the average wage and remain responsible for both public and private domains (Anker, 1998).

According to Vondracek (2005), some practical gender differences in occupational choices may be documented. As early as the primary stages of career development, women tend to consider a different set of occupations as potential options as men do. Occupational stereotypes are internalized by both boys and girls from a young age. Studies have shown that children are able to classify occupations into "feminine" and "masculine" categories at a very young age and their classification is similar to that of adults. These stereotypes, which are internalized during the socialization process

12

through different agents (e.g., parents, schools, the media), steer both men and women towardS more "gender-appropriate", stereotypical occupational choices (Anker, 2001).

Morgan (2001) pointed out that gender differences in occupational choices and interests are socially constructed. The tendency to choose traditionally gender-compatible occupations is already observable during college. Men are more interested than women are in math and physical science majors, whereas women are more interested in education, arts, and humanities majors. Women tend to be interested in the artistic, social, and conventional fields, whereas men tend to be interested in the realistic, investigating, and enterprising fields (Holland & Gottfredson, 1976).

Grensheim and Ostner (1978) argued that socialization process leads to women's acquiring skills that make them more qualified for family work and less for rewarding employment. Women who are interested in employment perceived to select occupation in which they can use already acquired skills such as support, care, and education.

In recent years, the proportion of females pursuing postsecondary education has increased and females now outnumber male in most college campuses (Wilson, 2007). During the past couple of decades, large increase in the labor force participation rate for women has been noticed, particularly of married women with children. If more females are investing in higher levels of education and more of them are anticipating remaining in the workforce throughout motherhood it mean that they are now planning a career path that is more similar to that males.

According to FAWE (1997), a number of studies carried out in African countries have provided data that illustrates the gross under representation of females in Science

13

subjects and careers. At a conference organized by the Federation of African Women Educationists (FAWE, 2004), it was acknowledged that in many African states, girls are still restricted to study what is perceived to be "soft option" Subjects, which has limited their access to scientific and technical disciplines in institutions of higher learning (Ramani, 2004).

Obura (2012) stated that girls are exposed to the same curriculum as boys and taught by qualified teachers as their male counterparts. The statistics in the background and reviewed previous literature show that there is disparity in perception of career aspirations among male and female students. The reason for this disparity has not been adequately researched .The low performance of females tend to result in fewer females choosing certain careers, therefore creating the perception that some careers are better suited for males while others are suitable for females.

Rahman and Naoroze (2007) stated in modern societies patriarchal norms are still crucial part of people's lives. Patriarchy strictly defines the private and public domain, women are perceived as submissive and dependent on their male counter parts for their economic needs, and they are responsible for household activities like rearing and caring of children, cooking, cleaning, etc. With the passage of time, due to social, economic and technological changes women are being involved in getting education and curriculum in modern education system is west based which is changing the mind-set of people. Consequently, now women are participating in labor market but they are kept limited to specific fields with very limited chances of career growth due to patriarchal beliefs and stereotypes which are totally gendered based. According to statistics of Canada (1986) involvement of women in Canadian labor force is rapidly increasing over the past

14

decades but the number of women occupying positions of power, prestige, and leadership within their fields remains low.

Carillon (1987) reported that it is essential for women to play an equal role in decision-making and it is possible only if society give them equal rights in every walk of life. He further explored in this regard: Women make up half of population and more than one-third of the work force so their right to full citizenship and equality of opportunity and treatment in employment must be clearly expressed by their participation in all levels of activity. It is a matter of social justice to combat social discrimination against women, which is its very harshest when it comes to employment.

According to Lyon (2002), in Pakistani society, women are always kept outside the frame in many fields. The basic assumption, which works behind this act, is that men and women both have different sex identity and consequently they both have to play different gender roles that are already assigned by the society according to the existing norms and values. Cultural anthropologists believe that it is society but not the sex that determines men's work and women's sphere. Considering these chores as natural or appropriate is essential to defining one's gender, only partially indicated by one's sex that culturally determined gender-appropriate characteristics, even in work tasks, must be clear.

Cultural barriers are key elements for creating gender segregation in working fields. Unfortunately, women are the major victims of this segregation. A cultural norm restricts them strictly to the private life only as a result they are outside, subservient to and silent to the public life. For about many fields, woman is declared as stigmatized

personality by specific cultural values. Social disapproval is a major hindrance for women all over the world to perform their role in technical fields such as engineering, surgeons, specialists etc. (Malik & Khalid, 2008)

Access of women to education, health, job, labor market and other opportunities are restricted and decided by the men of the family. This persistent and omnipresent practice has increased gender gap at very large scale, hence women, mostly, are lagging behind than male. According to global gender gap report of 2008, gender gap index ranking of Pakistan is 127th out of 130 countries that are very low and alarming.

Ortner (1974) stated that everywhere in every known culture women are considered to some degree inferior to men. It indicates that there is no such society in the world in which woman enjoys complete power or authority if she has power in one thing then she may be powerless in another. Terms like submission, sub-ordination scarifies obedience, caretaker, of family honors and subservient are the behaviors associated with women. Therefore, it is believed that social structure provision may affect that domestic position of women. The ideal sphere for women is the four wall of the house making them less mobile and out of touch with the private sphere. Men tend to be more visible both with respect to their work outside the home, their contributions to household income and with respect to greater participation in social and political life.

According to Khattak (2001), entrance of women in work force is attention-seeking place especially among developing countries like Pakistan. Gender relations in Pakistan rest on two basic perceptions: That woman is subordinate to men, and that a man's honor resides in the actions of the women of his family. Thus, as in other orthodox

16

Muslim societies, women are responsible for maintaining the family honor. To ensure that they do not dishonor their families, society limits women's mobility, places restrictions on their behavior and activities, and permits them only limited contact with opposite sex. In a country where woman is religiously and socially bound to stay at home are now taking initiative to join such fields, which were directly allocated to man, such as engineering, sex category, and gender, are extremely salient. Women's place and position in these occupations is largely determined by cultural categories and standards. This research focused on those cultural perceptions and standards that measure the actual position of woman in labor market.

At various junctures in the history, working women were viewed as immoral and unfeminine objects of pity. Some critics accused working women of being negligent mothers. Frequently, women employees were not taken seriously by their bosses, colleagues, or society (Nieva & Gutek, 1981). Having a career posed challenges for women due to their family responsibilities (Valdez & Gutek, 1987). Women were expected to perform duties as wife and mother, in addition to fulfilling their professional responsibilities. Some women experienced feelings of guilt or selfishness if they put their career interests first (Heins, Hendricks & Martindale, 1982). Because women's work and family demands were immediate, these demands had a major impact on women's careers (Valdez & Gutek, 1987)

Considerable evidence reveals that men and women are perceived and treated differently in a variety of contexts, such as in the workplace (Heilman, Block & Martell, 1995). As women began to enter previously male-dominated occupations, researchers studied how female managers are perceived and treated at the workplace. The results of

several decades of research reveal that women are perceived in a stereotypic way, often characterized as lacking what it takes to succeed in management.

According to Day & Newburger (2002) despite their increasing number, women have tended to enter the workforce in lower-status; lower paying jobs, and remains clustered in a limited number of conventional careers. Traditionally low-paying traditionally female careers include administrative support, sales, service, nursing, teaching, social work, and clerical jobs, which reflected society's persistent attitudes regarding stereotypical occupational roles for males and females. Because women's career choices were restricted, their earnings lagged behind their male counterparts with comparable education and experience. Income earnings have been found to increase with educational level and years employed.

Women earned roughly two-third of the income of their male counterparts. This discrepancy in income was partially attributed to the disparity between traditionally male and traditionally female occupations. For example, women are less likely to be employed in science or engineering jobs, as these are considered traditionally male occupations. However, females who are employed in these jobs earn roughly 20% less their male counterparts (Graham & Smith, 2005). Factors narrowing women into traditional role occupations included social and familial influences, lack of awareness regarding nontraditional options, an unwelcoming environment in many male-dominated fields, discrimination within career fields, high turnover rates for women, and less seniority in given occupations. These factors also contributed to earning gaps between men and women (Stephenson & Burge, 1997).

The view of woman's role at the workforce has changed significantly throughout time. Historically, society believed a woman's place was in her home, caring for her husband and children, as opposed to the workplace. Valued feminine traits such as a meek nature and submissiveness were feared to be lost if women entered the workforce (Astin, 1984).

The earliest cases of women working outside the home date back before the Industrial Revolution. Women commonly assisted their husbands to maintain the family or acted as a business partner, although they often received no pay. If they were paid for their work, women earned less than their male counterparts (Nieva & Gutek, 1981). Although women made tremendous gains in entering traditionally male-dominated professions during the 20th century, gender differences persisted through the turn of the millennium in adult occupational pursuits (NCES, 2002).

Women are rarely encouraged to enter in technical fields but when they enter the dropout rate is higher than men (Mau, 2003). This dropout from male dominated professions is also known as "Leaky pipeline". This "leak" of women from the pipeline from male-dominated fields suggests that some women who once aspired to a career in these fields did not achieve their aspirations or fulfill their potential in these areas of interest. This step can be both personally dissatisfying and economically costly in terms of personal and societal investment in their training (Carr, 1997).

Women who believe that occupational flexibility is important when trying to combine a career with childcare may be more likely to change their aspirations out of male-dominated occupations because of the association of those occupations with lack of

flexibility. Society's expectations for women's adult lives, combined with many women's knowledge that they will be expected to be the primary caretaker of the home and children, may serve to focus women into fields perceived to be more flexible for the care of family. This desire for occupational flexibility predict young women's "drop out" from traditionally male-dominated fields after high school (Frome, 2006).

Women's involvement in paid job/business and other income generating activities are assumed to lessen their economic dependency, provide more control over resources, and enhance their participation in decision making as well as their mobility. In an analysis based on NFH survey conducted in 1998-99, Roy & Niranjan (2004) noticed greater autonomy among those who were involved in gainful economic activity. Batliwala (1994) argued that women's economic dependence was the main reason of their powerlessness and it was assumed that economically productive women can improve their position in various aspects of life. Therefore, planner should develop strategies that improve women's position as worker by providing them supportive environment.

In a cross-country study, Heaton (2005) indicated that in Nicaragua, employment was most important variable in promoting women's autonomy. In Nicaragua women do a lot of work within home as well as in the fields but their work remain unpaid and unrecognized (Roy & Tisdell, 2002). In their study in India, they also suggested that women's status could be improved by socially recognizing economic activities. For making these activities socially visible, they must involve themselves in outdoor economic activities, because their household activities that contribute to family's sustenance are not commonly recognized as economic activity.

20

In the view of Tisdell (2002), economic empowerment of women can lead any nation towards prosperity. Social restriction to paid work of women reduces their economic capabilities and limits their human capital. Blumberg (2005) found out that enhanced female economic productivity is a very important factor in decreasing gender inequality. Women's earning provides opportunity to enhance their own resources as well as improve their control over the resources that help them to be empowered.

Economic empowerment may be hindered by cultural barriers Women's involvement in paid jobs can be effective only if they have full control over their earning; otherwise, it is just an addition to their responsibilities without any meaningful gain. In this connection Samarasinghe (1993), also related economic independence of women with their empowerment. However, for empowerment, both access to resource and control over their income were considered prerequisite. In some areas, (agricultural based income generating activities) women's wages are given to their husband's or father. This act of handing over wages of women to their male family members does not prove helpful in empowering women despite their involvement in paid job.

Rowland-Serdar and Schwartz-Shea (1991), argued that empowerment of women depends upon the extent to which cultural messages are internalized by them. In other words greater the belief in cultural messages, lesser would be the level of empowerment among women. Women spend most of their energy in rearing and caring rather than thinking about themselves. Such lack of thinking and strong cultural believing brought them to the state of confusion where they could not comprehend about their rights, responsibilities, and cultural obligations that were imposed on them. Therefore, in order to be empowered, women must be able to understand what their rights are and how these

21

are being exploited. This end can only be achieved by increasing the level of awareness among women about their rights and practices of these rights. Women make half of the world's population and other half directly or indirectly depends on them too.

Despite women's major share in the development of society, up-till now their status in most parts of the world is not equal to men and they are less advantaged (Rahman & Naoroze, 2007). Women's fewer opportunities to acquire land, property, credit, education, skill, and paid job hinder actually their status. Almost two billion people are considered poor in this world and two third of these poor are women (ESCAP, 2002). Working hours of women are more than men but they earn little because 60% of the total unpaid work is done by them (UN, 2007). Despite their hard work and contributions to world economy, women have only one percent of the total world assets in their names (Mughairy, 2004).

During 1990s women were not encouraged to participate in labor market but with the passage of time women were given opportunities to work along with men with restrictions. This restricted participation improved the status of these working women and this factor encouraged other women to enhance their social status by participating in paid work (Peirce, 2010).

Sexual segregation of the labor market is visible in everyday life in the form of job separation into male occupations and female occupations. These are one of the most prominent features of modern societies, where women are concentrated in relatively less skilled occupations (Blossfeld, 1987).

22

Working women are not just working in labor market; they are very effectively taking care of their families and home as well. They are facing double edge pressure with multiple roles (Horne, 2009). Beck Grensheim & Ostner (1978) argued that socialization process leads to women's acquiring skills that make them more qualified for family work and less for gainful employment. Women who are interested in employment are perceived to select occupation in which they can use already acquired skills such as support care and education.

Women have to work more hard for a position as compare to their male counterparts. Sometimes they are deprived of their rights and male are preferred for promotion in certain positions .Women have to fight for their place in the work place and society (Carol, 1996).

Recent era is believed as era of rapid social change and modernization in which modern values are replacing traditional beliefs .After the Second World War a dramatic change accrued in structure of global economy, technological advancement, and capitalism. Advancements in economic structure created need for cheap labor and women are usually less paid participants of market because they are trained that earning is not their responsibility. They are just responsible to fulfill household needs. Any economy cannot function without women. Women are procreators and workers as well, but capitalism has created notion that women are not part of the economy and public life like politics, culture, science, and technology but they belong to private sphere where they are responsible for child rearing and caring (Meis, 2002). This notion has helped capitalism to grow because women are paid less but they are a large part of production and consumption in capitalism market economy.

23

In 21st century, it is believed that many of the barriers to vocational choice among women have been reduced. Acceptance of women pursuing male-dominated careers has increased (Mendez *at el.,* 2000), but in traditional societies these choices are limited due to gender role differences. In strictly defined gender roles, the home and family are the basic responsibilities of female and male are responsible for economic needs of the family. Role of women was limited to home, nurturing and care, their involvement in labor market was perceived as threat to patriarchal and traditional norms. Society has made many gender differences and stereotypes regarding potential and capabilities of male and female. Negative stereotypes about women can hinder their performance, depress their self-assessments of ability, and bias the evaluations made of them by key decision makers (Halaby, 2004).

There are many societal beliefs about how women do not have strong ability to compete and can progress in very limited profession which are suitable for their gender. Gender segregation in occupations is related to different work that men and women can do because of their patterns of socialization. Household tasks are traditionally seen as 'women's work' and economic tasks as 'men's work'. Gender segregation in occupations is the tendency for men and women to be employed in different occupations. The occupational segregation is caused by gender bias based on stereotypical, biological, and social differences between men and women.

According to labor force survey (2013), women's participation in labor market has increased from 16% in 2000 to 24% in 2012. Changing economic conditions and increasing cost of living are two major factors that are forcing women to participate in labor market. To maintain the traditional power structure and male dominance,

24

occupations are classified as men's work or women's work based on traditional cultural beliefs (Khan, 2014). With participation in economic activities over all social status of women has increased. There is a significant change in power relationship but the overall pattern of gender differences still exists. Economic independence increases the overall participation in household decisions but this empowerment is strongly related to extent of economic participation. Men are considered more empowered because society accepts their role of breadwinner but women face problems to gain a status of decision maker in household. Major focus of this study was to find out the role of societal beliefs in career aspirations and later on career related decisions and secondly to find out link between level of economic participation and involvement in household decisions.

Gender expectations highly influence women's beliefs regarding their future career; they learn these gender roles and expectations during the process of early socialization. Where parents play key role in children's emotional and self-development (Jennifer, 2007). During daily interactions, parents usually share their expectations from their children, which ultimately affect the career choices of children. Parents usually try to live out their unfulfilled career dreams through their children. Career preferences for girls are different and limited because it is still believed that highly technical careers are not suitable for female despite the fact that enrolment of females at school and college level in science and math subjects is higher as compared to boys but in field, they are very less in numbers. Education of parents is also a very important element for female's career. If parents are well educated, they will more probably allow their daughters to select any career, daughters of working mothers more likely to have choice to work outside.

25

Career preparation in adolescence is an important precursor for successful career development across the life span (Super, 1990) and is closely related to adolescent adjustment and well-being (Skorikov, 2007). During adolescence, developing a vocational identity is a central developmental task (Erikson, 1968) Career aspirations refer to an individual's expressed career related goals or intentions and include motivational components, which are not present in mere interests (Silvia, 2001).

Researches of Schoon and Parsons (2002); and Trice & McClellan (1993) indicated that adolescents' career aspirations are among the most useful predictors of eventual occupational choices made in adulthood. Students are basically free to apply to the vocation of their choice, but the available vocations differ markedly in availability and personal requirements. This results in a circumscribed choice since students have to apply to private firms for apprenticeships much like in an ordinary job market where supply and demand have to meet. In contrast to students of similar age and grade level in the U.S. and many other countries, this implies that career decision-making was a more imminent developmental task for the present study participants which supposedly would have an impact on their career aspiration development. Even in early adolescence, students would show a clear appreciation of the environmental opportunities and limitations when naming career aspirations and would not just be focused on fantasy, prestige, gender, or power. Existing research with U.S. children also implied that even in sixth grade students named only a few purely fantasy aspirations and most already possessed at least one realistic aspiration (Trice & Hughes, 1995).

Research supports that women evaluate themselves different from men but not positively. They see their contributions less favorably (Major, 1984); in a situation

26

women prove herself competent in areas that are traditionally male dominated rarely, she gets social approval (Heilman, 2001). Research in medical and Psychology explains gender segregation by biological and neurological differences. According to this approach men use cortical areas which are dedicated to spatial mechanical functioning ,while girl's mind is more devoted towards verbal and technical functioning , which can be the reason for their underperformance in technical and quantitative fields (Killgore & Yurgelun, 2004). Previous literature reports that women generally do not take risk and try to stay away from competition (Booth and Nolen, 2011). Behavioral psychology suggests girls are usually under-confident about their abilities.

Sathar & Kazi (2000) conducted a study in rural areas of Punjab province of Pakistan and found that economic autonomy of women is higher in those areas where women take part in cultivation activities and are paid for their labor, within and outside home. They found that decision-making power is higher among those women who earn by their work in fields even they are working for their own family. To decrease the economic dependency of women and to maintain a powerful position within household it is important to provide women the access to economic resources (Agarwal, 1997, 2002, 2003).

2.1   Theoretical Framework

Gottfredson's (2002) theory of circumscription and the theory of identity foreclosure (Marcia, 1994) suggest that women, because of their socialization for gender roles, often prematurely eliminate potential career opportunities and thus end up with less-than-optimal aspirations. Although gender stereotypes influence men's occupational choice as well as women's, the results are more detrimental for women, as the gender stereotypes limit them to occupations that are less paid and have less prestige and status (Anker, 2001)

Mincer and Polachek's (1974) theory of Human Capital suggests each individual accumulate stock of human capital according to investment in education and formation. Females gain less economic benefits because they interrupt their careers due to family responsibilities and investment on their education and training is gender biased. As per human capital hypothesis, one's motivation to put resources into preparing is specifically corresponding to the time one hopes to work over one's lifetime. Commonly rising women's work power cooperation with respect to men's infers that women's human capital ventures ought to strengthen contrasted with men. Thus, rising female with respect to male human capital ventures recommend a narrowing gender based wage gap.

Frank Parson's theory of vocational guidance suggests that: Occupational decision making is related to   accurate understanding of individual traits, knowledge of jobs & job market, rational judgment about relationship among their individual traits and job market. Vocational counseling is a career focused on helping those who need to obtain work. There are many centers that might offer these counseling services, including

those run by various government agencies, serving a diverse group of people (Zunker, 2002).

CHAPTER 3

RESEARCH METHODOLOGY

Methodology is the system of rules, principles and procedures that guides scientific investigation .Methodology tells researcher how and what steps are needed to collect the data. It is understood that scientific validity of a researcher is based on the effectiveness of the methodology. The next section is about tools and techniques used to conduct the current study.

3.1   Research Approach

Quantitative research method was used in this study. Quantitative methods are used to verify the hypothesis about the phenomena. In this study researcher has used both descriptive and inferential methods. Structured methods are used to describe the characteristics of population, measure variation, and predict causal relationship among the variables. In Quantitative method, variables are measured numerically and research design remains same throughout the study.

3.2   Research Design

Research design is the first necessary step in undertaking a research project. It is a planning process that develops an outline of all aspects of the research project and how they will fit together to result in rigorous research (Walter, 2010). It is a process of collecting, analyzing, and interpreting the data. It enables a researcher to draw logical inferences, concerning causal relationship among the variables under investigation. Research design also determines the domain of generalization (Nachmias & Nachmias,

1992). In present study, correlation design was used. Correlation design is most commonly used design in social sciences especially when the data are based on survey research. In this design, collected data are used for developing causal relationship among the variables.

Survey research is the collection and analysis of the respondents (people, organizations, or other groups who respond to the survey) answers to the same set of structured questions. An effective survey requires substantial planning and the sequential use of specific skills across all its major phases. In their structured format, surveys are good way to collect information on people's characteristics, attitude, values, beliefs, behavior, and opinions. Well-designed random sample survey can provide reliable and valid information on a large population from a comparatively small sample of respondents. The results from representative group can be generalized to the whole of the population being studied.

The comparative nature of survey data means that relationship between different variables in the data can be identified and analyzed using statistical analysis techniques, allowing a wide range of healthy results.

3.3 Study Area

The present study was conducted in Islamabad and Rawalpindi, two major cities of Pakistan where a large number of women are working in both public and private sectors. Islamabad is the Federal Capital city of Pakistan, Second selected district Rawalpindi is nearly 17 kilometer away from Islamabad. It is neighboring city of Islamabad (capital city of Pakistan). Rawalpindi has its importance because it is military headquarter. More

31

than half of its population (55.78) lives in urban area. Literacy rate (estimated for 2008) is 96.25% of males and 86.06% of females (UNESCO 2004). Administratively district Rawalpindi is divided into eight towns and these towns are further subdivided into 175 union councils. Islamabad and Rawalpindi are known as the twin cities because of the commercial and cultural diversity.

In these twin cities a very large number of multinational and national organization are functioning with gender egalitarian policies, due to which career opportunities have increased in these cities for women. Due to urban setting educational facilities are also better as compare to side areas. Traffic system is also a very important factor that facilitates women to move around.

3.4 Study Population

All married working women in twin cities constitute the target population for this study.

3.5 Sampling Procedure

Sampling is a method of studying from a few selected items instead of whole unit of analysis. Sampling refers to the statistical process of selecting and studying the characteristics of a relatively small number of items from a relatively large population of such items.

3.6 Selection Criteria of the Respondents

This study was designed to see the role of gender socialization on the career selection of women and further the role of career on the empowerment of women in household. In order to analyze the change in status of women, the researcher decided to collect data from married working women of Rawalpindi and Islamabad. Dual responsibilities of

household and workplace were the major reasons behind the selection of married working women as a sample for the current study. Covering the whole study universe was not possible due to limited time and resources, therefore, the researcher used selection criteria for the selection of the respondents.

The findings of previous studies indicate that economic dependency is major cause of lower status of women thus the researcher decided to include those women in the study who are working outside and economically contributing to the family.

3.7   Selection of the Organizations

After deciding the selection criteria for the respondents, the next step was to select the public and private organizations from twin cities. The purpose of approaching the organizations was to access the married working women in those organizations. For this purpose, the researcher made an official request to the management of organizations through the Chairman, Department of Sociology, IIUI in order to allow the researcher to assess the female employees for data collection. This request was approved by the higher authorities and they directed their subordinates to support the researcher. The researcher visited various public and private organizations in Rawalpindi and Islamabad in order to locate married working women.

3.8   Sampling Technique

In present study, multistage random sampling technique was used, because it is an appropriate technique for drawing sample from large population with limited time and cost. Sample size for this study was 300, 30 respondents were taken from Rawalpindi while 270 were from different organizations of Islamabad. Data was collected from both

public and private sector organizations (Universities, Govt. Research Organizations & Banks) in twin cities. As this study is designed to assess the women's empowerment in domestic sphere, so sampling units or units of analysis or respondents for this study are all married women of reproductive age (15-49), excluding widows and divorced

3.9   Primary Data Collection

After preparing the sampling plan, the next step was collection of primary data, which consists of various steps.

3.10   Preparation of Research Tool

Questionnaire was used for the collection of data. Researcher developed a questionnaire to meet the objective of the study and to check the hypotheses; the first part of questionnaire consisted of demographic variables while the second section of the questionnaire dealt with different aspects of gendered socialization of children, the educational attainment, and working experience of the married working women. The last section comprised questions regarding the freedom of mobility, involvement in household decisions and ownership of property, which helped the researcher to check the level of empowerment of working women. The questionnaire was discussed with supervisor in order to ensure the validity of the research tool.

3.11   Pre-testing

In order to observe the possible inadequacies of the questionnaire, a pretest based on twenty respondents was conducted. Deficiencies observed in questionnaire were removed and mistakes were rectified before preparation of final version of questionnaire. It was found during pretesting that respondents hesitate while discussing directly about their

involvement in household decisions so instead of direct question neutral statements were made.

3.12   Conducting Survey

The survey was conducted during first week of May to the end of May 2015 in Rawalpindi and last week of May 2015 until mid of June 2015 in Islamabad. Information regarding married working women was collected through management of organizations and websites of different organizations. University provided transport facility to the researcher to travel to different organization with official letter from concerned authorities. Few respondents due to tough schedule filled the questionnaire through mails.

3.13   Coding, Editing and Data Entry

Each questionnaire was checked by the researcher for possible errors and missing entries. Variables and their categories were coded for the purpose of analysis .After editing and coding, the data were entered in the spreadsheet of SPSS. The Statistical Package for Social Sciences (SPSS) is a software designed for analyzing the data regarding social sciences. Various statistical methods can be carried out by using this software. It also helps the researcher to recode the variables and compute new variables.

3.14   Secondary Data Collection

In order to support the present study, a number of books, journals, and articles were reviewed. For this purpose, various people of public and private organizations were consulted and various official sites of organizations were explored. Information and guidelines was also collected by communicating with different researchers who were working on gender issues and women empowerment. Relevant secondary data was also

collected from published reports and articles by different national and international organizations.

3.15 Measurement of Variables

Most of the variables in social sciences are qualitative in nature. In order to use them for statistical analysis these variables were measured in quantitative form by operationalizing the concepts. Here the operational definitions of the concepts are presented.

3.16 Socioeconomic Characteristics

Socio-economic characteristics are the information by which individuals can be classified such as age, education, marital status, and family type. Such classification can help in understanding and defining different behavior and attitude in the context of specific research problem.

3.16.1 Age

Age is one of the most important variables in all-social research because it affects the attitude and behavior at different stages of life. In current study, age was asked in total number of years since birth to the time of data collection. During analysis of the data, following age categories were worked out:

i. 20-30,   ii. 31-40,   iii. 41-50,   iv. 51-above

3.16.2 Education

According to Francis (1970), education is a consciously controlled deliberately managed process whereby alterations are observed and produced by the individual's behavior and attitude. Education plays crucial role and is considered a very important element in

36

understanding respondents' behavior. In different researches, researcher use different approaches to measure education. In this study, respondent's education was asked in terms of completed years of schooling. Following categories were made during data analysis.

i. 12,   ii. 14   iii. 16,   iv. 18   v. 21

3.16.3 Marital Status

A demographic parameter was used to indicate respondent's marital status. Following categories were made to get response.

i. Single,   ii. Married,   iii. Divorced,   iv. Widow

3.16.4 Job Status

Job status is an important indicator to indicate the level of individual's empowerment and economic independence.

3.16.5 Work Experience

Work experience is an important demographic indicator for this research. Working experience helps to identify the work position and continuous economic independence.

3.17.1 Independent Variable

In this study, there were three major independent variables i.e. gendered socialization, expected behavior pattern and work-family balance. These variables are explained below in detail.

3.17.2 Gendered Socialization of Female Child

After reviewing scientific literature and assessing current situation of Pakistani society, researcher identified following factors.

3.17.2.1 Parent child relationship

Mothers are role models for daughters as they learn all their activities by imitating the role of their mother. Father is head of family and center of power so he takes decisions about all home affairs. Literature indicates that daughters are usually inspired by their fathers due to their position.

3.17.2.2 Dress pattern

Pakistan is a patriarchal society in which traditional values are strictly followed. Dress pattern shows a family's concern to their values and norms. Most of the families like traditional dresses especially for females. Modern values are replacing traditional culture and now cultural diffusion is taking place very rapidly. Modern educated families are adopting western dresses, food etc. and media is playing influential role in this change.

3.17.3 Leisure activities

Leisure activities during childhood play a vital role in the development of a child. In our society, leisure activities for both genders are very different e.g. boys take part in physical activities and games while girls are encouraged to play inside the home usually with girls. Toys are also different for both genders like girls play with kitchen utensils, dolls, stuff toys while boys like guns, cars etc.

3.17.4 Expected Behavior Patterns

Every society expects a specific behavior from its members. Women in patriarchal structure are expected to have limited exposure of public life; private domain is their main sphere in which they are responsible for rearing caring of family. All family members expect them to be a good caretaker, cook, and a good mother.

3.17.5 Work-family Balance

In Pakistani society, women are not encouraged to work outside the home. Male members of the family are responsible for all economic needs of the family while role of women is limited to home. Involvement of women in job market has not changed their prior responsibilities; literature indicates women have to manage both responsibilities effectively to manage their careers.

3.18.1 Dependent Variable

Considering the micro level nature of the study dependent variable 'women's empowerment' was measured at individual and household level. After review of literature and understanding the situation, this variable was operationalized based on five major dimensions, shown in table.

3.18. 2 Dimensions of Women Empowerment

S.No	Dimensions	Details
i.	Prestige in social relationships	It deals with how they interact with relatives.
ii.	Involvement in household decisions	It deals with women's participation in family discussions and decisions.
iii.	Freedom of mobility	It deals with women's freedom of mobility to go various places.
iv.	Household budget	It deals with women's control over economic resources of the family.
v.	Ownership of property	It deals with economic independence of the women.

3.18.3 Measurement of Dependent Variables

Each of the above-mentioned dimension was explained by matrix question; a set of rating questions that have same response categories. Indices were made for all for all the dimensions based on response to matrix question.

3.18.4 Prestige in Social Relationships

This dimension was used to assess the social empowerment, to which extent working women are free to interact with non kin males, participate in social gatherings of family and organization. Numerical measurement of this dimension was made by preparing a set of matrix questions like interaction with non-kin males, attend family gatherings etc.

3.18.5 Involvement in Household Decisions

This dimension was used to assess the role of respondents in household decision making. Numerical measurement of this dimension was made by preparing a set of six matrix questions like involvement in preparation of household budget, education of children, children's health, and decisions regarding property, children marriages, and relationship with relatives.

40

3.18.6 Freedom of Mobility

This dimension was used to measure the freedom of mobility of the respondent to visit different places, inside family and outside the home. This dimension was measured by preparing a set of questions like travel alone, source of travel, permission to travel for official assignment and source of transport of official visits.

3.18.7 Household Budget

Household budget is a major indicator of women's control over economic resources of the family. This dimension of empowerment was measured by asking the extent of involvement of the respondent in preparation of household budget, schooling of children and health related decisions of the family.

3.18.8 Ownership of Property

This dimension deals with respondent's economic independence and holding of his or her own income. This dimension was measured by asking a set of matrix questions like ownership of a home, maintain a banks account, buy jewelry with own income and can buy any kind of property.

3.19 Data Analysis

Data analysis is a process of examining the raw data with the objective of drawing conclusions from the gathered data. Data analysis is used in many disciplines, which allows the researcher to acquire basic knowledge out of raw data and to approve or reject the existing models or theories. Data analysis is usually divided into two main sections: Exploratory Data Analysis (EDA) where new dimensions are discovered in the data and

secondly Confirmatory Data Analysis (CDA), where existing hypothesis and theories are tested. Statistical Package for Social Sciences (SPPS) was used for analysis of data.

3.19.1 Percentage and Frequency

Simple frequency and percentage tables were made to describe the basic characteristics of the respondents. All data is presented in the form of tables, description of each table is added, and with previous researches, results are discussed.

3.19.2 Statistical Test

Simple linear regression and multiple correlation models were used to test the research hypothesis statistically and to find the nature of relationship among the variables. Table of these models are included in the data presentation with results and discussion.

CHAPTER 4

DATA PRESENTATION

In this chapter, the researcher focuses on the analysis and presentation of relevant data collected from study locale. Since this study is Quantitative in nature, therefore, Statistical Package for Social Sciences (SPSS) was used for analysis of primary data. The data then has been presented in tabular form with explanation, description, and interpretation. Keeping in view the objectivity of the study, the researcher has tried to present data without incorporating her liking and disliking. However, at the end of each explanation below the table, the researcher has deconstructed the statistics, which despite the researcher's personal opinion are more or less subjective.

In order to achieve the first objective of the study (demographic and socio-cultural condition of the respondents and their families in the study area) descriptive analysis was carried out. Descriptive analysis deals with systematically summarizing and organizing collected information in understandable form (Nachmias & Nachmias, 1992). Present descriptive analysis is based on the frequency, percentages, means, and standard deviation of the data.

4. 1 Frequency distribution of the respondents according to their city of residence, age, education, designation, and job experience

City of residence of the respondents		Frequency	Percentage
i	Rawalpindi	30	10.0
ii	Islamabad	270	90.0
	Total	300	100.0
Age of the respondents (in years)			
i	20-30	126	42.0
ii	31-40	148	49.3
iii	Above 40	26	8.7
	Total	300	100.0
	Mean 32.83	S.D 6.248	
Educational qualification of the respondents			
i	Up to Graduation	37	12.3
ii	Masters	161	53.7
iii	MS	91	30.3
iv	PhD	11	3.7
	Total	300	100.0
	Mean 16.53	S.D 1.559	
Type of sector		Public	Private
i	Education	33.3%(100)	15%(45)
ii	Medical	11.7%(35)	4%(12)
iii	Banking	5.3%(16	10%(30)
iv	Telecommunication	1.7%(5)	6%(18)
v	Research organizations	13%(39)	-
	Total	195	105
Job Experience of the respondents (Years)			
i	Up to 10	258	86.0
ii	11-20	35	11.7
iii	21-30 above	07	2.3
	Total	300	100.0
	Mean 6.01	S.D 5.054	

Table 4.1 reveals the results about socio-economic background of the respondents; these variables play an important role in analyzing the results from the data. The demographic variables of the respondents include city of residence of the respondents, age, education, designation, and job experience. Married working women were selected as a sample for present study in both public and private organizations in twin cities.

44

Table shows that most of the respondents (90%) belonged to Islamabad; because Islamabad is, a metropolitan city and many multinational and local organizations are working here and providing attractive job opportunities to women.

Table indicates that almost 42% of the respondents were between the age group of 20-30 years, 49.3% were between 31-40 years, 7.7% was between 41-50 years of age while one percent was between the age category of 51 and above. Mean age of the respondents is 32.83 and the standard deviation for age group of the respondents is 6.248

Naqvi and Shahnaz (2002), presented an analysis of data from the Pakistan Integrated Household Survey 1998-99. The results of the survey suggests that women who are younger, poorly educated and from larger families enter the labor market not out of their own choice at all, but upon instruction from other household members. In contrast, the decision to work for women who are older, better educated, heads of households themselves, or from smaller and better off urban families, is their own to make them.

Mostofa, *et. al.,* (2008), in their study in Bangladesh revealed that women under 20 years of age had less empowerment than the women who were between the ages 40-44. Authors further argued that older women had better understanding and closer relation with their husband because they had more chances to communicate with their husband on various issues that increased with the age.

The table also shows the frequency and percentage distribution of education of the respondents. Table shows that majority of the respondents were highly qualified. About 12.3% of the respondents were Graduates, 53.7% were masters, 30.3% were MS and 11%

were having Doctorate degrees. Mean value for the educational qualification of the respondents is 16.53 while the Standard Deviation is 1.56.

According to the Ministry of Women Development (2005), the gross female participation rate in schools is still too low, reported by a reliable survey, 45% women were enrolled at the primary level, 32% women were enrolled at the middle level and 27% women were enrolled at the secondary level. While Kazi (1999) reported growing numbers of middle class, urban women are making use of higher education and entering professions in modern sector.

Table also shows the current designations of the respondents, according to which (33.3%) of the respondents were from public sector education institutions while 15% from the private institutions. Almost 12% of the respondents were from public health sector organizations and four percent from private health sector organizations, 5.3% of the respondents were from public sector banks while 10% were from private banks. These respondents were working as bank managers, cashier, and executives. Only 1.7% of the respondents were working in telecommunication organizations in public sector while six percent were from private telecommunication organizations and 13% of the respondents were from public research organizations they working as Research officers, SSO and Directors.

Studies indicates that the proportion of women teachers in schools remains greater than in colleges and universities, reflecting a bias against women receiving higher education in general, and against women receive more prestigious formal sector employment. According to Federal Bureau of Statistics (2005), the health sector does

46

admit women; it does so in lower status occupations, as lady health visitors, midwives and nurses. According to 2004 figures, they numbered a total of 78,746. The number was in stark contrast to a total of 113,206 doctors counted in the same year. Previous researches indicate that the proportion of women in white-collar jobs in non-traditional areas, such as engineering, banking, and law, has not increased significantly.

According to Statistics Division (2004), women in manufacturing are 2.4 %and community, social and personal services are 2.6 percent, whereas their male counterparts in these sectors are over ten percent.

Job experience of the respondents is also presented in the table that indicates that 86% of the respondents were having experience up to10 years, 11.7% of the respondents were having 11-20 years of experience, and 2.3% were having experience between 21-30 years and above. Mean value for the job experience of the respondents is 6.01 while the Standard Deviation is 5.054.

Mostofa, *et. al.*, (2008) conducted a study in Bangladesh, which revealed that women under 20 years of age had less empowerment than the women who were between the age group of 40-44. Authors further argued that older women had better understanding and closer relation with their husband because they had more chances to communicate with their husband on various issues that increased with the age. So we can say those women with more years of job experience have better understanding of their field and they can manage their households and work in much better way.

4. 2: Frequency distribution of the respondents regarding family type, family size, children, and number of children

Family Type of the respondents		Frequency	Percentage
i	Nuclear	136	45.3
ii	Joint	135	45.0
iii	Extended	29	9.7
	Total	300	100.0
Family size of the respondents (In numbers)			
i	Two	15	5.0
ii	Three	40	13.3
iii	Four	76	25.3
iv	Above Four	169	56.4
	Total	300	100.0
Mean 3.33		S.D 0.889	
Do you have children?			
i	Yes	246	82.0
ii	No	54	18.0
	Total	300	100.0
Number of children			
i	No child	54	18.0
ii	One	29	9.7
iii	Two	123	41.0
iv	Three	65	21.7
v	Four	21	7.0
vi	Five	8	2.7
	Total	300	100.0
Mean 1.98		S.D 1.248	

Table 4.2 indicates the results about the living arrangements of the respondents, little less than half (45.3%) of the respondents were living in Nuclear family system and 45% were living in joint family system. Rest of the respondents (9%) was living in living extended family system. Table also shows the family size of the respondents. Results indicate that little more than half of the respondents (56.3%) were having more than four family members, one forth (25.3%) were living with four family members, 13.3% have three

members in family while only five percent families had two members. Mean value for the family size of the respondents is 3.33 and the Standard Deviation is 0.889.

Table also shows that 82% of the respondents have children while 18% said they don't have children, 9.7% told they have one child, 41% told they have two children, 21.7% reported to have three children, seven percent told to have four children while 2.7% reported to have five children. Mean value for the respondent's number of children is 1.98 and Standard Deviation is 1.248.

4. 3: Distribution of the respondent's opinion regarding involvement of women in paid work.

Women Should Work Outside?		Frequency	Percentage
i	Yes	270	90.0
ii	No	30	10.0
	Total	300	100.0

Table 4.3 indicates that a significant majority of the respondents 90 % said women should work outside because earning enhance their confidence, social prestige and they can economically participate in their homes and can raise living standards of their families. While 10% women said that women should not work outside, because when they are involved in earning, they neglect their families and socialization and education of their children is affected due to their jobs.

Women live in a society that is highly stratified according to class, caste, regional and cultural variations, all of which have implications for their lives and opportunities. Researchers have already argued that policy makers ought to take into account the

49

specificitics of women's experiences of gender structures and systems in different parts of the country (Shaheed & Mumtaz 1990, Sathar & Kazi 2000).

4.4: Distribution of the respondent's opinion regarding social influence on personality development

Statements	S.A	A	N.OP	Dis.ag	S.dis
Society places restriction on behavior and activities of women.	48(144)	42.3 (127)	42.3(127)	3.0(6)	0.7(2)
Girls arc raised to tolerate.	43.7(131)	43 (129)	7.0(21)	5.7(17)	0.7(2)
Girls child are expected to behave politely.	46.7(140)	41.7 (125)	8.3(25)	3.3 (10)	0.0(0)
Usually girl child are trained to be submissive.	30.7(92)	44.3 (133)	15 (45)	9.7(29)	0.3(1)
Girls are expected to act upon the advices of male family members.	39.3(118)	40.7 (122)	8.7(26)	10.3(31)	1.0(3)

Table 4.4 shows that most of the respondents strongly agreed with the statement that society place restrictions on the behavior and activities of women. Those respondents who were strongly disagreed were 0.7%, who disagreed were three percent, while six percent people did not give any opinion, 42.3% were agreed while 48% were strongly agreed. Previous research also indicates that society places restrictions and social roles determine the accepted behavior for men and women and encourage gender differences in interests and activities (Eddleston, Veiga & Powell, 2006)

Table indicates most of the respondents were strongly agreed with the statement that girls arc raised to be submissive. Pakistani society is a patriarchal society where male is dominant in every field of life. Male family members are responsible for economic needs of the family so they can make decision independently for any matter and women are socialized in such pattern that they should not speak even for their rights. Data reveals

50

that seven percent of the respondents were strongly disagreed, 5.7% were disagreed, seven percent did not have any opinion, and 43% were agreed while 43.7% were strongly agreed. Gender stereotypes often affect individuals' career and family role salience through the processes of expectancy confirmation and self-regulation (Darley & Fazio, 1980).

This table also shows that most of the respondents were strongly agreed with the statement that girls are expected to behave politely. McDowell & Pringle (1992) stated that, women are not only constantly defined in relation to men, but are defined as dependent and subordinate to them as well. As a result, women are socialized to acquire those qualities, which fit them into a relationship of dependence on men. These qualities include gentleness, passivity, submission, and striving to please men always.

Table reveals that a large number of the respondents were agreed with this statement that girl child is trained to be submissive. Only 0.3% of the respondents strongly disagreed, 9.7% disagreed, 15% had no opinion, 44.3% agreed while 30.7% strongly agreed. Ortner (1947), states that everywhere in every known culture women are considered to some degree inferior to men. It indicates that there is no such society in the world in which woman enjoy complete power or authority if she has power in one thing then she may be powerless in another. Terms like submission, sub-ordination scarifies obedience, care taker of family honors and subservient are the behaviors associated with women.

Table also indicates that almost 81% women agreed with this statement that girls are expected to act upon the advices of male family members. Gender relations in

Pakistan rest on two basic perceptions. (1) Woman is subordinate to men; (2) a man's honor resides in the actions of the women of his family. Thus, as in other orthodox Muslim societies, women are responsible for maintaining the family honor. Only one woman strongly disagreed, 10.3% disagreed, 8.7% had no opinion regarding this statement, 40.7% agreed while 39.3% strongly agreed with this statement.

Seclusion of women is not only Islamic institution, but such practices are also found in many areas of Eurasia. Secluded women were commonly restricted to their homes. Man is considered as breadwinner of the family and conversely women are considered as economically dependent and powerless (Jeffery, 1982).

4.5: Distribution of the respondents according to dominant role of male and attachment during childhood

	In your opinion during family decision making male members play dominant role in which of the following areas of children socialization?	Frequency	Percentage
i	Children education	142	47.3
ii	To learn religious practices	83	27.7
iii	To follow Communication pattern	40	13.3
iv	Dress style	35	11.7
	Total	300	100.0
	With which family member you were more attached in early childhood?		
i	Mother	103	34.3
ii	Father	70	23.3
iii	Both	70	23.3
iv	Sister	33	11.0
v	Brother	11	3.7
vi	Grandmother	13	4.3
	Total	300	100.0

Table 4.5 shows majority of the respondent said that male family members usually take decisions regarding the education of children and secondly to guide them regarding religious practices. Male members are key decision makers regarding all family matters

in patriarchal structure. Less than half (47.3%) of the decisions regarding education of children are taken by male family members, 27.7% to learn religious practices, 13.3% to follow communication pattern and 11.3% play role in dressing of children.

Table indicates that most of the girls are usually attached with their mothers during childhood. Mother is a role model for girls who copy their mothers to learn daily life activities, 34.3% of the respondents said they were attached with their mothers, 23.3% were attached with their father, 23.3% were attached with both parents, 11% were attached with their sisters, 3.7% were attached with their brothers and 4.3% were attached with their grandmothers.

4. 6: Frequency distribution of the respondents regarding type of preferred dresses and person who selected dresses

What type of dress is usually preferred in your family for female child?		Frequency	Percentage
i	Shalwar Kameez	233	77.7
ii	Skirts	16	5.3
iii	Jeans and tops	23	7.7
iv	All	28	9.3
	Total	300	100.0
Who usually selected dresses for you during childhood?			
i	Mother	189	63.0
ii	Father	20	6.7
iii	Both	48	16.0
iv	Own choice	30	10.0
v	Sister	07	2.3
vi	Any other	06	2.0
	Total	300	100.0

Table 4.6 shows that traditional and cultural dresses are mostly preferred for female child. Almost 78% of the respondents said shalwar kameez is preferred for girls child in

53

their family, 5.3% told skirts are preferred, 7.7% said jeans and tops are liked for female child while 9.3% said all kind of dresses are preferred.

Pakistan is a developing country where religious component is dominant and religious practices control all aspect of our lives. Quran says, "And say to the believing women that they should lower their gaze and guard their modesty; that they should not display their zeenah (charms, or beauty and ornaments) except what (must ordinarily) appear thereof; that they should draw their khimar (veils) over their bosoms and not display their zeenah except to their husbands, their fathers and that they should not strike their feet so as to draw attention to their hidden zeenah (ornaments)".

Table also shows that most of the respondents (63%) told that their mother usually selected dresses for them during childhood. Daughters are usually more attached with their mothers and mothers are familiar with their likes and dislikes. Sixty three percent of the respondent told their mother used to select dresses for them, 6.7% told their father selected dresses for them, 16 % told both parents were involved in selection of dresses, 10% told they used to wear their own choice, 2.3% told their sister selected dresses, while only one percent told that their brother and aunt used to select dresses for them during childhood.

4. 7: Distribution of the respondents regarding playmates and their favorite toys

With whom you usually played in your childhood?		Frequency	Percentage
i	Sister	145	48.3
ii	Brother	65	21.7
iii	Male Cousins	27	9.0
iv	Female Cousins	29	9.7
v	Friends	34	11.3
Total		300	100.0
What kind of toys did you like in your childhood?			
i	Guns	15	5.0
ii	Dolls	157	52.3
iii	Kitchen utensils	88	29.3
iv	Stuff toys	15	5.0
Total		300	100.0

Table 4.7 shows that most of the respondents said that they usually played with their sisters during childhood. In our society, women are perceived to stay at home and to learn household activities, to fulfill this expectation they are socialized in such pattern that their games and all other activities are based on their household role. Little less than half (48.3%) of the respondents said they played with their sisters, 21.7% told they played with brothers, nine percent with male cousins, 9.7% told female cousins and 11.3% said they usually played with their friends during childhood.

Table also indicates almost 81% respondents said dolls and kitchen utensils were their favorite toys in childhood. Cultural norm restricts them strictly to the private life only and as a result, they are outside, subservient to and silent to the public life. About 8.3% of the respondents said cars were their favorite toy, five percent told they liked guns, 52.3% told dolls were their favorite, 29.3 % told kitchen utensils were their favorite toys while only five percent told they liked stuff toys during childhood.

4. 8: Distribution of the respondents regarding influential role of family member in socialization and gender biasness of family members

In your opinion who played more influential role in your socialization?		Frequency	Percentage
i	Mother	86	28.7
ii	Father	99	33.0
iii	Both	83	27.7
iv	Brother	10	3.3
v	Sister	12	4.0
vi	Grandmother	10	3.3
	Total	300	100.0
In your opinion who is more gender biased in your family?			
i	Grandmother	132	44
ii	Grandfather	52	17.3
iii	Mother	62	20.7
iv	Father	21	7.0
v	Brother	21	7.0
vi	None	12	4.0
	Total	300	100.0
To what extent do you feel elder women give more importance to gender differences?			
i	To a great extent	109	36.3
ii	To some extent	150	50.0
iii	Not at all	41	13.7
	Total	300	100.0

Table 4.8 shows that 28.7% of the respondents said their mother played influential role in their socialization, one third (33%) said father played important role, 27.7% said both parents played influential role, 3.3% stated that their brother played important role in their socialization, four percent respondents said sister played important role while 3.3% said their grandmother played crucial role in their socialization. Fathers are breadwinners of the family and usually decide about all matters of household like education, mobility, recreational activities of children, so, it can be said father plays more influential role in socialization of children.

56

Table also shows that a large number of the respondents stated that grandmothers are gender biased; basic reason behind this response is elder women (Nani, Dadi) are more traditional than our parents are. They are more strictly bounded with religious and cultural values than our parents and our generation. They have learnt religious knowledge and cultural norms from their mothers and grandmothers so modern values are unacceptable for them. They give preference to son because they are perceived as breadwinners and head of family. Forty four percent of the respondents said grandmother was more gender biased, 17.3% said grandfather, 20.7% said their mothers were more gender biased, seven percent stated that their father as gender biased, seven percent stated brother as more gender biased while only four percent of the respondents told no one is gender biased in their family.

Table also reveals that very small amount of responses indicates that elder women do not give preference to gender differences. Therefore, we can say that most of the grandmothers give preference to their grandson. Son preference is a key element of patriarchal structure due to their economic role. About 36.3% of the respondents said elder women give more importance to gender differences largely, half of the respondents (50%) said to some extent they give importance while only 13.7% said elder women do not give importance to gender differences.

4.9: Frequency distribution of the respondent's perception regarding male preference by elder females

Categories	Male child	Female child	Equal
Food	51 (153)	13.3 (40)	35.7 (107)
Clothes	34.3 (103)	28.7 (86)	37 (111)
Care	42.3 (127)	21.3 (64)	36.3 (109)
Facilities	47.7 (143)	17 (51)	35.3 (106)
Education	52 (156)	16.7 (50)	31.3 (94)
Recreational Expenditures	61 (183)	09 (27)	30 (90)

Table 4.9 indicated that elder women of family give preference to male child in terms of Food according to 51% respondents, 13.3% said girl child is preferred, 35.7% said there is no discrimination among male and female child for food. Little more than one third (34.3%) of the respondents said male child has given preference in clothing, 28.7% said female child is preferred, while 37% said both are treated equally. Table also shows 42.3% of the respondents said elder females give more care to male child, 21.3% said girl child get more care, while 36.3% stated both are treated equally. Results further indicate 47.7% of the respondents said family provides more facilities (internet, phone, and computer) to male child, 17% said female child have more facilities and 35.3% said male and female both are equally treated. Fifty two percent of the respondents stated that education of male child is more preferred, 16.7% said girl's education is more preferred and 31.3% stated that both are treated equally. Sixty-one percent stated elder women give preference to male child in terms of recreational expenditures, nine percent said girls are preferred and 30% said both get same expenditures.

4.10: Distribution of the respondent's opinion regarding Purdah and advice of covering head

In your opinion what is Purdah?		Frequency	Percentage
i	Covering head	154	51.3
ii	Wearing Veil	44	14.7
iii	Hijab	67	22.3
iv	Wearing gown	35	11.7
Total		300	100
Who generally advice girls for covering the head while going outside?			
i	Mother	91	30.3
ii	Father	55	18.3
iii	Grandmother	63	21.0
iv	Grandfather	43	14.3
v	Brother	34	11.3
vi	Sister	14	4.7
Total		300	100.0

Table 4.10 shows little more than half(51%) of the respondents said for them pardah is covering the head, 14.7% said taking the scarf is pardah, 22.3% said covering the face is pardah, 11.7% said covering the whole body is purdah for them.

Table also shows 30.3% of the respondents were advised by their mothers to cover the head while going outside the home, 18.3% said father advised them, 21% said grandmother asked to cover the head, 14.3% said their grandfather said to cover the head, 11.3% were advised by brothers, while 4.7% were advised by sisters to cover head. Covering the head is perceived as a sign of dignity and respect in our culture, so most of the families during the process of socialization inculcate these values in their children.

4.11: Frequency distribution of the respondent's perception regarding various aspects of gender segregation

Females are preferred to stay at home.		Frequency	Percentage
i	Strongly disagree	12	4.0
ii	Disagree	44	14.7
iii	No opinion	16	5.3
iv	Agree	91	30.3
v	Strongly agree	137	45.7
	Total	300	100.0
Interaction with non-kin males in discouraged.			
i	Strongly disagree	01	0.3
ii	Disagree	27	9.0
iii	No opinion	43	14.3
iv	Agree	110	36.7
v	Strongly agree	119	39.7
	Total	300	100.0
Women are perceived to have limited interactions at workplace.			
i	Strongly disagree	04	1.3
ii	Disagree	36	12.0
iii	No opinion	37	12.3
iv	Agree	130	43.3
v	Strongly agree	93	31.0
	Total	300	100.0
Women are preferred to work in gender-segregated organizations.			
i	Strongly disagree	04	1.3
ii	Disagree	29	9.7
iii	No opinion	67	22.3
iv	Agree	112	37.3
v	Strongly agree	88	29.3
	Total	300	100.0
Those women who have limited interactions are more respected.			
i	Strongly disagree	08	2.7
ii	Disagree	25	8.3
iii	No opinion	53	17.7
iv	Agree	113	37.7
v	Strongly agree	101	33.7
	Total	300	100.0
Wearing veil provides protection to women outside the home.			
i	Strongly disagree	11	3.7
ii	Disagree	14	4.7
iii	No opinion	45	15.0
iv	Agree	103	34.3
v	Strongly agree	127	42.3
	Total	300	100.0

Table 4.11 shows that most of the respondents were agreed with this statement that females are preferred to stay home, because home is considered as main domain of women .Women are culturally bound to take care of their family and household chores so, it is believed women should remain limited to four walls because dignity of family is associated with women. Only four percent of the respondents were strongly disagreed, 14.7% were disagreed, 5.3% had no opinion, 30.3% were agreed, and 45.7% were strongly agreed.

Table indicates that almost 77% of the respondents said that their families don't allow them to interact with non kin males, because our religion strongly condemns interaction with non kin males and cultural values also place restrictions. Only 0.3% of the respondents were strongly disagreed, nine percent were disagreed, 14.3% had no opinion, and 36.7% were agreed while 39.7% were strongly agreed with this statement.

Table also shows that majority of the respondents (72%) were agreed with the statement that women are perceived to have limited interactions at workplace. Paid work is a secondary function for women, social networking which is a basic need in modern organizations for survival and upward mobility is highly discouraged in our society. Only 1.3% of the respondents were strongly disagreed, 12% were agreed, 12.3% had no opinion, 43.3% were agreed, and 31% were strongly agreed.

Table shows that 1.3% of the respondents were disagreed with the statement that women are preferred to work in gender segregate organizations, 9.7 % were disagreed, 22.3% bad no opinion regarding this statement, 37.3% were agreed while 29.3% were strongly agreed with the statement. In our society if family allows working in lahor

market, they prefer such professions and organizations where most of the workers are females.

Table shows that mostly respondents were agreed with the statement that women who have limited interactions are more respected because coworkers are also part of this patriarchal structure where a woman having a huge social network is disliked. Only 2.7% of the respondents were strongly disagreed with this opinion, 8.3% were disagreed, 17.7% had no opinion, 37.7% were agreed, and 33.3% were strongly agreed.

Table shows that 3.7% of the respondents were strongly disagreed with the statement that veil provides protection, 4.7% were disagreed, 15% had no opinion while 34.3% were agreed, 42.3% were strongly agreed. Women who cover themselves are perceived reserved so they are more respected due to cultural and religious norms.

In a study comparing women's autonomy in Punjab, north and south India, Jejeebhoy and Sathar (2001: 708) have shown that region, more than religion, plays a more important role in determining the degree to which women can exercise autonomy. In a further elaboration of the same Punjab research, conducted in ten villages in 1996-7, Sathar and Kazi have shown that only paid agricultural work outside the household had the potential for increasing the autonomy of women. However, those parts of the Punjab where women's labour force participation was the highest were also, where their mobility was the lowest (Southern Punjab), and where other measures of autonomy such as mobility and decision-making were low as well, and women practiced purdah.

Fernea (1998) described veil as a symbol of respect for women. They could gain greater favor from people especially in getting job, railway tickets etc. She concluded that veiled women have greater power and greater authority.

4. 12: Frequency distribution of the respondents according to key decision maker of family and role model in family

Who usually take decisions in your family?		Frequency	Percentage
i	Mother	46	15.3
ii	Father	169	56.3
iii	Grandmother	32	10.7
iv	Grandfather	49	16.3
v	Uncle	04	1.3
Total		300	100.0
Who is the role model or inspiration for you in your family?			
i	Mother	93	31.0
ii	Father	157	52.3
iii	Sister	23	7.7
iv	Brother	08	2.7
v	Grandmother	19	6.3
Total		300	100.0

Table 4.12 indicates that in most of the families key decision makers are fathers. Males are head of families due to their economic role so they take all decisions of household. Table shows 15.3% of the respondents said their mothers were key decision makers, 56.3% said fathers used to take decisions, 10.7% said grandmother, 16.3% said grandfather, and only one percent respondents said their uncle take decisions in their families.

Table further shows results about role model or inspiration in family. Most of the respondents said their father is inspiration for them because they are head of family, key decision maker has authority and this authority attracts girl child to be inspired by them.

Table also shows that 31% of the respondents said they were inspired by their mother, 52.3% said father was inspiration for them, 7.7% said sister is inspiration, 2.7 % take brother as a role model and 6.3% were inspired by their grandmothers.

4.13: Frequency distribution of information regarding respondent's mother job, mother's profession and household chores learning

Is your mother a working woman?		Frequency	Percentage
i	Yes	68	22.7
ii	No	232	77.3
	Total	300	100.0
i	What is/was her profession?		
ii	None	232	77.3
iii	Banker	16	5.3
iv	Teacher	42	14
v	Office job	03	1.0
vi	Business	01	0.3
vii	Lawyer	02	0.7
viii	Govt. servant	04	1.3
	Total	300	100.0
From whom you learnt household chores?			
i	Mother	222	74.0
ii	Sister	59	19.7
iii	Grandmother	19	6.3
	Total	300	100.0

Table 4.13 shows results that 77.3% of the respondents said their mother was not a working woman while only 22.7% said their mothers were working. Previous researches indicate daughter of working mother are more likely to enter in labor market because their families have already accepted the role of women outside the home so it becomes easier for them to join labor market.

Table also indicate that 77.3% of the respondents said mother were not working women, 5.3%their mothers were bankers, 14% were teachers, one percent were doing

office jobs, three percent were doing their own business, seven percent were lawyers, while 1.3% were government servants. Table shows that majority of the respondents learnt household chores which is their basic responsibility has learnt from their mothers, 19.7% said they learnt from their sister and 6.3% said they learnt household chores from their grandmothers.

The family like other groups is characterized by a specific way of living and constructing gender differences through a process that is surely biological, but also relational and social. A family is the social and symbolic place in which difference, in particular sexual difference, is believed to be fundamental and at the same time constructed. In particular, in the family the gender characterization reflects the individualities of the parents. (Donati, 1998)

Previous studies indicate that society determines the accepted behavioral norms for men and women and encourages gender disparities in interests and activities. Customary gender roles set desirable behavior and qualities for both genders, which lead to the development of career related gender, based stereotypes (Betz & Fitzgerald, 1987)

4.14: Frequency distribution of the respondents regarding number of brother, subjects in matric, brother's subject, subject suggested by whom, help in studies

How many brothers do you have?		Frequency	Percentage
i	None	24	8.0
ii	One	71	23.7
iii	Two	121	40.3
iv	Three	62	20.7
v	More than three	22	7.3
	Total	300	100.0
What subjects you did studied in metric?			
i	Science	258	86.0
ii	Arts	42	14.0
	Total	300	100.0
What were subjects of your brother in metric?			
i	None	24	8.0
ii	Science	259	86.3
iii	Arts	17	5.7
	Total	300	100.0
Who suggested you to select these subjects?			
i	Own choice	118	39.3
ii	Mother	46	15.3
iii	Father	96	32.0
iv	Sister	24	8.0
v	Brother	10	3.3
vi	Uncle	06	2.0
	Total	300	100.0
Who used to help you in your studies?			
i	Mother	45	15.0
ii	Father	55	18.3
iii	Both	52	17.3
iv	Sister	66	22.0
v	Brother	12	4.0
vi	Home tuition	48	16.0
vii	None	22	7.3
	Total	300	100.0
Who helped your brother in studies?			
i	Mother	35	11.7
ii	Father	61	20.3
iii	Both	43	14.3
iv	Sister	55	18.3
v	Brother	10	3.3
vi	Home tuition	62	20.7
vii	None	34	11.3
	Total	300	100.0

66

Table 4.14 depicts that eight percent of the respondents said they have no brother, 23.7% have one brother, 40.3% have two brothers, 20.7% have three brothers, and 7.3% have more than three brothers.

Table also shows that majority of the respondents (86%) (258 out of 300) studied science subjects in matric. Table indicates that eight percent of the respondents do not have brother, 86.3% studied science in metric while 5.7% studied arts subjects during metric.

Table indicates that 39.3% of the respondents said subjects were their own choice, 15.3% said mother suggested them, 32% said their father suggested them to study these subjects, eight percent said their sister suggested, 3.3% said their brother suggested these subjects and only two percent of the respondents said their uncle suggested them these subjects.

Table also shows that 15% of the respondents said their mother helped them in studies, 18.3% said father helped, 17.3% said both helped them in studies, 22% said sisters helped them, four percent stated brother used to help them, 16% said they were taking tuition and 7.3 % said no one used to helped them in their studies.

Table reveals that 11.7% of the respondents says their mother helped their brother in his studies, 20.3% said father helped brother, 14.3% said both parents helped him, 18.3% said sister used to help him, 3.3% said brother helped brother in studies, 20.7% stated that their brother used to take tuition, while 11.3% said no one helped their brother in studies.

4.15: Frequency distribution of the respondents regarding college subjects, suggested by whom and own interest

Which subjects you selected in the college?		Frequency	Percentage
i	Pre-Medical	78	26.0
ii	Pre-Engineering	89	29.7
iii	Arts and Humanities	122	40.7
iv	Mathematics	11	3.7
Total		300	100.0
Who suggested you to select these subjects?			
i	Own choice	130	43.3
ii	Mother	49	16.3
iii	Father	78	26.0
iv	Both	20	6.7
v	Sister	13	5.0
vi	Brother	08	2.7
Total		300	100.0
To what extent selected subjects were of your own interest?			
i	To a great extent	163	54.3
ii	To some extent	116	38.7
iii	Not at all	21	7.0
Total		300	100.0

Table 4.15 show 26% of the respondents said they studied pre-medical, 29.7% said they studied pre-engineering, 40.4% said they studied arts and humanities and only 3.7% selected mathematics. The tendency to choose traditionally gender-compatible occupations is already observable during college. Men are more interested than women are in math and physical science majors, whereas women are more interested in education, arts, and humanities majors (Morgan et al., 2001).

Table indicates that 43.3% of the respondents said subject at college were their own choice, 16.3% said their mother suggested them, 26% said their father advised them, 6.7% said both parents suggested those subjects, 4.3% said sister suggested them, 2.7%

said their brother suggested these subjects, while seven percent said their friends suggested them to study these subjects.

Table shows that little more than half of the respondents (54.3%) said college subjects were of their own interest largely, 38.7% said to some extent subjects were their interest and seven percent respondents said selected subjects were not of their interest.

4.16: Frequency distribution of the respondent's perception regarding parent's preferences

Facilities and choices	Male	Female	Equal
Education	36.7(110)	17.3(52)	46(138)
Higher Education	43(129)	14(42)	43(129)
Facilities (internet, Phone)	42(126)	16(48)	42(126)
Recreational activities	46.3(139)	18(54)	35.7(107)
Public dealing	61.7(185)	12(36)	26.3(79)
Participation in social events	57.3(172)	13(39)	29.7(89)

Table 4.16 indicates 36.7% of the respondents said parents give preference to son in terms of education, 17.3% said daughters are preferred, 43% respondents said both are considered equal. Table shows 43% of the respondents said for higher education sons are given preference, 14% of the respondents said daughters are preferred, 43% of the respondents said both are treated equally. Results indicate that 42% of the respondents stated that parents provide more facilities to sons, 16% said daughters are given preference in terms of facilities, 42% of the respondents said both are treated equally. About 46.3% of the respondents further stated that sons are provided more recreational activities, 18% said girls have more recreational activities while 35.7% said both have equal facilities. Results also indicate that 61.7% of the respondents said sons are more encouraged for public dealings, 12% said girls are preferred for public dealings, while

26.3% said both are equal. More than half (57.3%) of the respondents said sons are preferred to participate in social gatherings, 13% said girls have preference, while 29.7% said both are equally treated.

4. 17: Frequency distribution of the respondent's perception regarding factor, which influence the career decisions

	The choice of career should be based on which of the following factors?	Frequency	Percentage
i	Parents choice	43	14.3
ii	The demand of job market	74	24.7
iii	Interests of the individuals	92	30.7
iv	The abilities of individuals	21	7.0
v	A combination of (ii),(iii)	56	18.7
vi	Family Norms	14	4.7
	Total	300	100.0

Table 4.17 shows that 14.3% of the respondents stated that career selection should be based on parents choice, according to 24.7% of the respondents decision of career should be based upon demand of job market, 30.7% said it should be based on individuals interests, seven percent of the respondents said abilities of individual should be kept in mind, 18.7% said it should be combination of (ii) and (iii), while 4.7% stated career choice should be based on family norms.

Career decisions are largely related to expected behavior pattern and gender stereotypes strongly influence the career related expectations and decisions. Gender stereotypes are related to cognitive processes because we have different expectations for female and male behavior and the traditional gender roles help to sustain gender stereotypes, such as males are supposed to be adventurous, assertive, aggressive,

independent and task-oriented, whereas females are seen as more sensitive, gentle, dependent, emotional and people-oriented (Tavris, 1992).

4.18: Frequency distribution of the respondents regarding parent influence in career decisions of the respondents

How much influence do you think you, as a parent should have on child's career choice?		Frequency	Percentage
i	None	59	19.7
ii	Slight	84	28.0
iii	Considerable	103	34.3
iv	Great	54	18.0
	Total	300	100.0

Table 4.18 indicates that 19.7% of the respondents said parent should not have any influence on the career choice of their children, 28% said there should be slight influence while 34.3% said they should have considerable influence and 18% said parents should have great influence over decision regarding career.

Studies find that family appears to play a critical role in a child's career development (Guerra & Braungart-Rieker, 1999). Other studies have separately examined the influences of each parent on the career choices of their sons or daughters and have found that mothers tend to have more influence on the career decisions/aspirations of their children than fathers do. For instance, Mickelson and Velasco (1998) cited their interviews conducted with 70 young adults in 1986. They found that mothers were the most influential and that daughters' occupational aspirations were often similar to their mothers' chosen professions (Mickelson & Velasco, 1998).

We can conclude based on previous and current research that there is a great influence of parental expectations and aspirations on the career decisions and aspirations

71

of their children. These expectations lay a foundation for parents' behaviors and interactions with their children, which then indirectly or directly influence choices they make in the future.

4. 19: Frequency distribution of job satisfaction of the respondents

To what extent you are satisfied with your current job status.		Frequency	Percentage
i	To a great extent	127	42.3
ii	To some extent	155	51.7
iii	Not at all	18	6.0
	Total	300	100.0

Table 4.19 shows that less than half of the respondents (42.3%) were satisfied with their current jobs largely, 51.7% were to some extent satisfied while six percent are not at all satisfied with their current jobs.

Family's support and encouragement are factors that have been found to influence vocational outcome. For instance, the attitudes and behaviors that children adopt toward work may be the result of what parents say. Parents convey their influence to children through interactions such as conversations and through their reactions (both verbal and nonverbal). These factors then affect what a person think, say, and perceive about his or her work (Taylor, 2004).

Satisfaction regarding career is very strongly related to family's expectations and role demands. Women are responsible for the care of household members, they take double burden to fulfill their job demands, and when they cannot perform well in both domains it affects their attitude towards job and lowers the level of satisfaction.

72

4. 20: Frequency distribution of career guidance of the respondents

After education who guided you to select profession?		Frequency	Percentage
i	Own decision	145	48.3
ii	Parents	131	43.7
iii	Siblings	16	5.3
iv	Relatives	05	1.7
v	Teacher	03	1.0
Total		300	100.0

Table 4.20 indicates that majority of the respondents (48.3%) stated selection of profession was their own decision, 43.7% said parents guided them, 5.3% said siblings suggested them, 1.7% said relatives guided while only one percent said their teachers guided them regarding profession.

According to Vondracek (2005), some practical gender differences in occupational choices may be documented as; as early as the primary stages of career development, women tend to consider a different set of occupations as potential options than men do. Occupational stereotypes are internalized by both boys and girls from a young age. Studies have shown that children are able to classify occupations into "feminine" and "masculine".

Grensheim and Ostner (1978) argue that socialization process leads to women's acquiring skills that make them more qualified for family work and less for rewarding employment. Women interested in employment are perceived to select occupation in which they can use already acquired skills such as support, care, and education.

4.21: Frequency distribution of the respondent's perception regarding their job compatibility

	To what extent you think your job is compatible with your education?	Frequency	Percentage
i	To a great extent	157	52.3
ii	To some extent	130	43.3
iii	Not at all	13	4.3
	Total	300	100.0

Table 4.21 indicates that little more than half of the respondents (52.3%) said their job is compatible with their education. 43.3% stated that to some extent their job is compatible while 40.3% said their job is not at all compatible with their education.

Cultural barriers are key elements for creating gender segregation from working fields. Unfortunately, women are the major victims of this segregation. A cultural norm restricts them strictly to the private life only and as a result they are outside, silent and subservient the public life. For about many fields, woman is declared as stigmatized personality by specific cultural values. Social disapproval is a major hindrance for women all over the world to perform their role in technical fields such as engineering, surgeons, specialists etc.

Ortner (1974) states that everywhere in every known culture, women are considered to some degree inferior to men. It indicates that there is no such society in the world in which woman enjoys complete power or authority if she has power in one thing then she may be powerless in another. Terms like submission, sub-ordination, scarifics, obedience, caretaker of family honors and subservient is the behaviors associated with women.

74

4.22: Frequency distribution of the respondent's level of comfort in gender mix environment

To what extent you feel comfortable in gender mix environment.		Frequency	Percentage
i	To a great extent	142	47.3
ii	To some extent	140	46.7
iii	Not at all	18	6.0
Total		300	100.0

Table 4.22 shows high majority of the respondents (94%) respondent said they feel comfortable while working in gender mix environment, 47.3 % said to a great extent they feel comfortable , 46.7 % said to some extent they feel comfortable while only six percent said they don't feel comfortable in gender mix environment.

It is believed that social structure provision may affect the domestic position of women. The ideal sphere for women is the four wall of the house making them less mobile and out of touch with the private's sphere. Men tend to be more visible both with respect to their work outside the home and their contributions to household income and with respect to greater participation in social and political life. Muslim societies; women are responsible for maintaining the family honor. To ensure that they do not dishonor their families, society limits women's mobility, places restrictions on their behavior and activities, and permits them only limited contact with opposite sex. In a country where woman is religiously as well as socially bound to stay at home are now taking initiative to join such fields, which were directly allocated to man in, such as engineering, sex category, and gender. Women's place and position in these occupations is largely determined by cultural categories and standards (Khattak, 2001).

4.23: Frequency distribution of the respondents regarding work place distance, source for travel, mode of transport and problems faced due to workplace distance

How much far is your workplace from your home?		Frequency	Percentage
i	Walking	106	35.3
ii	Drive time	194	64.7
Total		300	100.0
How do you travel for your office and official assignments?			
i	Self-driving	83	27.7
ii	Driver	72	24.0
iii	Office transport	102	34.0
iv	Public transport	43	14.3
Total		300	100.0
In case, you have to travel outside for official assignments which mode of transport you usually used?			
i	Self-driving	89	29.7
ii	Driver	52	17.3
iii	Office transport	118	39.3
iv	Public transport	41	13.7
Total		300	100.0
What kind of problems you face due to distance of your workplace?			
i	None	236	78.7
ii	Time	32	10.6
iii	Less time for family	30	10.0
iv	Traffic	02	0.7
Total		300	100.0

Table 4.23 shows 35.3% of the respondents were living at walking distance from their workplace while majority of the respondents (64.7%) said their workplace is at drive time distance.

Women were expected to perform duties as wife and mother, in addition to fulfilling their professional responsibilities. Some women experienced feelings of guilt or selfishness if they put their career interests first (Heins, Hendricks & Martindale, 1982). Because women's work and family demands were immediate, these demands had a major impact on women's careers (Valdez & Gutek, 1987)

76

Work place distance is a very important factor which influence the career related decisions because women are usually not allowed to work at a distanced place due to which their household activities can be influenced.

Table also shows 27.7% of the respondents who said they go to office and official visits by self-driving, 24% reported they travel with driver, 34% said they use office transport, while 14.3% use public transport. Female's mobility is restricted in our society; they are usually not allowed to travel alone. Families feel comfortable if organization provides transport facility.

Table also reveals that 29.7% of the respondents drive while going outside for official assignment, 17.3% said they go with drivers, 39.3% said they use office transport while only 13.7% use public transport.

Table reveals that majority of the respondents (78.7%) reported that they don't face any problem due to distance of their workplace because Islamabad is the capital city and Rawalpindi is also a developed city so transport facilities are well established, 10.7 % said time wastages during travel is a problem, 10 % said due long distance they have to consume more time on their job so they spend less time with their family, while seven percent said they face traffic issues.

4.24: Frequency distribution of the respondents regarding preferred job sector, children's time, family's time, weekend activities, child education and socialization

Which job sector is usually preferred by family for girls?		Frequency	Percentage
i	Teaching	213	71.0
ii	Office job	63	2.01
iii	NGO	11	3.7
iv	Telecommunication	11	3.7
v	Marketing	01	0.3
vi	All	01	0.3
	Total	300	100.0
Do you give proper time to your children along with job?			
i	Yes	249	83.0
ii	No	51	17.0
	Total	300	100.0
Do you give proper time to your family?			
i	Yes	256	85.3
ii	No	44	14.7
	Total	300	100.0
How do you spend weekends with your family?			
i	Outing	75	25.0
ii	Staying at home	144	48.0
iii	Arranging events	52	17.3
iv	Visiting relatives	29	9.7
	Total	300	100.0
To what extent your job is affecting the education of your children.			
i	To a great extent	78	26.0
ii	To some extent	154	51.3
iii	Not at all	68	22.7
	Total	300	100.0
To what extent you feel socialization of your children is affecting due to your job?			
i	To a great extent	83	27.7
ii	To some extent	147	49.0
iii	Not at all	70	23.3
	Total	300	100.0

Table 4.24 indicates that a clear majority (71%) stated that teaching is preferred profession for females, 21% said office job is preferred, 3.7% said female child are encouraged to work in NGO sector, 3.7% said telecommunication sector is preferred for

girls, 0.3% said marketing and 0.3% said all professions are considered suitable for girl child.

Table shows vast majority (83%) said they give proper time to their children. Only 17 %said they do not give proper time to their children. Home and children are basic responsibility of the women in our society. It is difficult to manage both domains at same time because both domains are time and energy demanding but women cannot ignore the responsibilities of children.

In modern societies, patriarchal norms are still crucial part of people's lives. Patriarchy strictly defines the private and public domain and women belongs to private sphere where they are perceived as submissive and dependent on their male counterparts for their economic needs, responsible for household activities like rearing and caring of children, cooking, cleaning, etc. With the passage of time due to social, economic and technological changes women are being involved in getting education where curriculum in modern education system is west based which is challenging the traditional norms and changing the mindset of people.

Table shows vast majority (85.3%) said they give proper time to their children because home is basic responsibility of the women in our society.

Table shows almost little less than half (48%) of the respondents said they stay at home on weekends because working women remain busy all the working days and at weekend they get time for their home affairs so they prefer to stay at home, one forth (25%) said they go for outing with family, 17.3% said they arrange events at home and 9.7% stated they use to visit relatives at weekends.

At various times throughout history, working women were viewed as immoral and unfeminine objects of pity. Some critics accused working women of being negligent mothers. Frequently, women employees were not taken seriously by their bosses, colleagues, or society (Nieva & Gutek, 1981).

Table shows most of the respondents said they give proper time to their children and their job are affecting the education of their children. Twenty six percent of the respondents said largely their children education is affected, 51.3% said to some extent, 22.3% said education of their children is not effected by their busy schedule.

Working women are not just working in labor market; they are very effectively taking care of their families and home as well. They are facing double edge pressure with multiple roles (Home, 2009). Beck, Grensheim and Ostner (1978) argue that socialization process leads to women's acquiring skills that make them more qualified for family work and less for gainful employment. Women interested in employment are perceived to select occupation in which they can use already acquired skills such as support care and education.

Table also indicates that 27.7% of the respondents said their job is affecting socialization of their children, 49% said to some extent their children socialization is effected while 23.3% said their job is not affecting the socialization of their children.

4. 25: Frequency distribution of the respondent's priorities

	What is your first priority?	Frequency	Percentage
i	Family	168	56.0
ii	Professional development	27	9.0
iii	Both	105	35.0
	Total	300	100.0

Table 4.25 shows more than half of the respondents (56%) said their families are their first priority, only nine percent said professional development is their first priority and 35% stated both home and profession are important for them.

In traditional societies, career choices are limited due to gender role differences. In strictly defined gender roles, the home and family are the basic responsibilities of female and male are responsible for economic needs of the family. Role of women is limited to home, nurturing and care. Their involvement in labor market was perceived as threat for patriarchal and traditional norms; society has made many gender differences and stereotypes regarding potential and capabilities of male and female. Negative stereotypes about women hinder their performance, depress their self-assessments of ability, and bias the evaluations made of them by key decision makers (Halaby, 2004).

According to Hakim (2006), women's occupational choices are less traditional today as compare to three decades back. The gap between both genders participation in labor market has decreased around the globe (Elder & Johnson, 2001). Women are still concentrated in very limited fields where they get lower pays than the average wage and remain responsible for both public and private domains (Anker, 1998).

4.26: Frequency distribution of workplace environment, work-family balance, and behavior of male colleagues

Statements	SA	AG	No.opi	Dis.agr	SDA
My family doesn't mind to seek job in gender mix environment.	35.7(107)	42.7(128)	5.0 (15)	13.7(41)	3.0(09)
Family allows you to attend official gatherings with some restrictions.	33.3(100)	49.3(148)	9.0(27)	8.3(25)	0(0)
Late sitting to complete official assignments disturb your family.	36.0(108)	45.3(136)	10.3(31)	7.3(22)	1.0(03)
Sometimes you think to quit the job to take care of your family.	38.0(114)	31.3(94)	17.3(52)	11.3(34)	2.0(06)
Women remain mentally involved in home affairs during work time.	34.7(104)	36.7(110)	15.7(47)	10.3(31)	2.7(08)
Working mothers of pre-school children face more work-family conflict.	37.0(111)	39.7(119)	15.0(45)	7.3(22)	1.0(03)
Contrasting values of family and organization put more pressure on working women.	39.3(118)	41.0(123)	14.7(44)	4.7(14)	0.3(01)
Women compromise on low pay jobs to fulfill family's responsibilities.	33.3(100)	44.3(133)	13.7(41)	7.3(22)	1.3(04)
Women have to maintain space while interacting with male colleagues.	37.3(112)	41.0(123)	12.7(38)	7.7(23)	1.3(04)
Family allows you to travel for office assignments.	30.3(91)	41.3(124)	19.7(59)	7.0(21)	1.7(05)
Behavior of male colleagues is supportive.	29.0(87)	46.0(138)	16.3(49)	8.0(24)	0.7(02)
Your organization provides conducive working environment.	32.7(98)	46.3(139)	14.7(44)	4.3(13)	2.0(06)

Table 4.26 shows that 35.7% of the respondents were strongly agreed with statement that their family doesn't mind to seek job in gender mix environment, 42.7% were agreed.

05% had no opinion, 13.7% were disagree with the above given statement while only three percent said strongly disagreed with the statement.

Table indicates that one third (33.3%) of the respondents were strongly agreed with this statement that their family allows them to attend official gatherings with some restrictions, 49.3% were agreed, nine percent had no opinion regarding above mentioned statement, nine percent were disagreed while 8.3% were strongly disagreed with the statement.

Thirty sic percent of the respondents were strongly agreed with the statement that late sitting to complete official assignments disturbs their family life, 45.3 % were agreed, 10.3% had no opinion regarding this statement, 7.3 % were disagreed and only one percent were strongly disagreed with it.

Table shows 38% of the respondents said they think to quit the job due to family's responsibilities, 31.3% agreed, 17.3% had no opinion, 11.3% disagreed while only two percent strongly disagreed with the statement. In routine life, women usually do not have their own goals but they respond to the needs and demands of other family members and thirty seven percent of professional women voluntarily dropped out of employment at some point in their lives (Hewlett & Luce, 2005). Career interruption is a major cause of less development on career ladder.

Table also indicates majority of the respondents said they remain mentally involved in home affairs during working hours, 34.7% strongly agreed, 36.7% agreed, 15.7% had no opinion, 10.3% were disagreed while only 2.7% were strongly disagreed with the above mentioned statement.

Majority of the respondents said mothers of preschool children face more work family conflict, 37% were strongly agreed, 39.7% were agreed, 15% had no opinion, 7.3% were disagreed while only one percent were strongly disagreed with the statement.

Almost 242 respondents out of 300 said contrasting values of family and organization put more pressure on working women. Table shows 39.3% (118) were strongly agreed, 41% (123) were agreed, 14.7% had no opinion, 4.7% were disagreed while 1.3% strongly disagreed with it.

Having a career, posed challenges for women due to their family responsibilities (Valdez & Gutek, 1987). Women were expected to perform duties as wife and mother, in addition to fulfilling their professional responsibilities. Some women experienced feelings of guilt or selfishness if they put their career interests first (Heins, Hendricks & Martindale, 1982). Because women's work and family demands were immediate, these demands had a major impact on women's careers (Valdez & Gutek, 1987).

Table indicates almost 76% of the respondents said women compromise on low pay jobs, which are suitable for them to fulfill family responsibilities. Table shows one-third (33.3%) of the respondents were strongly agreed, 44.3% were agreed, 13.7% had no opinion, and 7.3% were disagreed while 1.3% strongly disagreed.

Majority of the respondents said they have to maintain space while interacting with male colleagues. Statistics show 37.3% were strongly agreed with the above statement, 41% agreed, 12.7% had no opinion, 7.7% were disagreed while 1.3% were strongly agreed with it.

84

According to Khattak (2001), entrance of women in work force has attention-seeking place especially among developing countries like Pakistan. Gender relations in Pakistan rest on two basic perceptions: That woman is subordinate to men, and that a man's honor resides in the actions of the women of his family.

Table shows majority of the respondents said their family easily allows them to travel for office assignments. Figures show 30.3% of the respondents were strongly agreed with it, 41.3% were agreed, 19.7% had no opinion, seven percent were disagreed while 1.7% were strongly disagree with the above statement.

More than 80% of the respondents stated in the above table that behavior of their male colleague is supportive, 29% strongly agreed, 46% agreed, 16.3% had no opinion, eight percent disagreed while 1.7% strongly disagreed.

Table shows 32.7% of the respondents were strongly agreed with the statement that their organization provides conducive environment, 46.3% agreed, 14.7% had no opinion, 4.3% disagreed while only two percent strongly disagreed.

Considerable evidence reveals that men and women are perceived and treated differently in a variety of contexts, such as at workplace (Heilman, Block & Martell, 1995). As women began to enter previously male-dominated occupations, researchers studied how female managers are perceived and treated at workplace. The results of several decades of research reveal that women are perceived in a stereotypic way, often characterized as lacking what it takes to succeed in management.

4. 27: Frequency distribution of the respondent's perception about empowerment

What is empowerment for you?		Frequency	Percentage
I	Involvement in decision making	157	52.3
Ii	Hold on household budget	103	34.4
Iii	Ownership of property	40	13.3
	Total	300	100.0

Table 4.27 indicates little more than half of the respondents (52.3%) said involvement in decision making is empowerment for them, 34.3% says hold on household budget is empowerment while 13.3% said ownership of property in empowerment.

Women's involvement in paid job/business and other income generating activities are assumed to lessen their economic dependency, provide more control over resources, and enhance their participation in decision making as well as their mobility.

In an analysis based on NFH survey (1998-99), Roy & Niranjan (2004) noticed greater autonomy among those who were involved in gainful economic activity. Batliwala (1994) argued that women's economic dependence was the main reason of their powerlessness.

In a cross-country study, Heaton (2005) indicated that in Nicaragua, employment was most important variable in promoting women's autonomy. In Nicaragua, women do a lot of work within home as well as in the fields but their work remains unpaid and unrecognized (Roy & Tisdell, 2002). In their study in India, they also suggested that women's status could be improved by socially recognizing economic activities.

4.28: Frequency distribution about the extent to which the respondents feel empowered

	To what extent you feel empowered due to your job?	Frequency	Percentage
i	To a great extent	103	34.3
ii	Somewhat	148	49.3
iii	Very little	39	13.0
iv	Not at all	10	3.3
	Total	300	100

Table 4.28 shows 34.3% of the respondents said they feel empowered to a great extent due to job, 49.3% said somewhat they feel empowered, 13% said very little while 3.3% said they don't feel empowered due to their job.

Women's empowerment involves welfare, access to resources, awareness rising and control (UNICEF, 1994). Here welfare deals with the material benefit without active participation of women, access to resources deals with easy availability of resources, awareness refers to consciousness rising for the acquisition of gender equality, and control refers to the ultimate level of gender equality and women's empowerment.

4.29: Frequency distribution of extent to which the respondents travel alone and how they travel

To what extent you travel alone.		Frequency	Percentage
i	To a great extent	97	32.3
ii	Somewhat	136	45.3
iii	Very little	56	18.7
iv	Not at all	11	3.7
Total		300	100.0
How do you travel?			
i	Own convince	202	67.3
ii	Local transport	98	32.7
Total		300	100.0

In Table 4.29 majority of the respondent said they usually don't travel alone .Table shows 32.3% stated to a great extent they travel alone, 45.3% said somewhat, 18.7% said very little they travel alone and 3.7% said they never traveled alone. Table further shows that 67.3% of the respondents travel on their own conveyance while 32.7% use local transport.

In a study in Bangladesh, it was found that women in urban areas had more opportunities for education and job and found less opposition for girls' education as compared to the rural area. Women in the rural area have to face more difficulties and cross many cultural barriers for the attainment of education. Therefore, it can be concluded that women in urban setting, enjoy better authority that has been inculcated by education as compared to their counterparts in rural setting (Siddique, 1998).

4.31: Frequency distribution of the respondent's involvement in household decisions

Type of decision	Often	Rare	Never
I am mostly consulted for preparing household budget.	73.3 (221)	20.7(62)	5.7(17)
I usually decide about education of children.	69.0 (207)	22.0(66)	9.0(27)
I take care of children's health.	70.7 (212)	21.7(65)	7.7(23)
I am involved in decision regarding buying or selling of property.	54.7 (164)	30.7(92)	14.7(44)
I am involved in decisions regarding children marriages.	51.3 (154)	30.3(91)	18.3(55)
I can independently decide how to deal with relatives.	53.7(161)	34.3(103)	12.0(36)

Table 4.31 shows majority of the respondents 73.3% (221 out of 300) reported that they are mostly consulted for preparation of monthly household budget, 20.7% said rarely they are rarely consulted while 5.7% said they are never consulted for preparing household budget.

Out of 300 respondents, 207 (69%) said they can take decisions regarding the education of their children, 22% said they rarely decide about education of their children and nine percent said they never decided about their children's education.

Out of 300 respondents, 70.7% (212) reported that they take care of their children's health; women are believed as caretaker of the family. They provide care and nourishment to all members of the family. While 21.7% said, they are rarely responsible for children's health and 7.7% said they never take care of children's health.

Little more than half of the respondents (54.7%) said they are often involved in property matters, 30.7% said they rarely get involved in decisions regarding buying or selling of property while 14.7% never get involved in property matters.

Out of 300 respondents, 154 (51.3%) said they can independently decide how to deal with relatives like visiting relatives, giving presents on different events etc., 30.3% said they can rarely decide and 18.3% reported that they can't independently decide.

Steele et al. (1998), in their study divided the multidimensional construct of women's empowerment into four dimensions. These were women's mobility, role in household decision-making, husband's attitude, her attitude regarding her children education and age at marriage. Working women economically contribute to the family which results in their increased involvement in household decision. Women are responsible for all household activities, directly or indirectly. They better understands the needs and requirement of all family members.

4. 32: Frequency distribution of the respondent's ownership of property

Do you own any kind of property?		Frequency	Percentage
i	Yes	210	70.0
ii	No	90	30.0
	Total	300	100.0

Table 4.32 shows majority of the respondents (70%) said they own property while only 30 % said they do not own any kind of property. It is common perception that women who own some property have relatively less economic dependency as compared to the women who do not have property ownership. In this connection, Roy and Tisdell (2002)

91

quoted that property rights facilitated women's economic independence which assisted their progress towards empowerment. Furthermore, women who own land were given better treatment by the other male members of the family.

4.33 Frequency distribution of the respondent's ownership of different kind of properties

Type of property	SA	A	N	D	SD
I have purchased a home with my salary.	35.0(105)	16.3(49)	17.7(53)	1.7(53)	13.3(40)
I maintain a bank account.	42.0(126)	35.3(106)	15.3(46)	4.3(13)	3.0(09)
I buy jewelry with my own income.	36.0(108)	37.3(112)	16.0(48)	5.7(17)	5.0(15)
I can buy plot or any kind of property with consultation of my husband.	34.0(102)	30.0(90)	17.0(51)	15.0(45)	4.0(12)

Table 4.33 shows 35% of the respondents were strongly agreed with the statement that they have purchased a home with their own income, 16.3% were agreed, 17.7% had no opinion, and 17.7% were disagreed while 13.3% were strongly disagreed with this statement.

Out of 300 respondents, 126 (42%) were strongly agreed with the statement that they have a bank account, 35.3% were agreed, 15.3% had no opinion, 4.3% were disagreed while only three percent were strongly disagree. Almost 73% of the respondents said they buy jewelry with their own income. 36% were strongly agreed, 37.3% were agreed, and 16% said they had no opinion regarding this statement, 5.7 % were disagreed, and only five percent were strongly disagreed with the statement. Out of 300 respondents, 102 (34%) said they can buy property with their own income, 30% were

92

agreed, 17% had no opinion, 15% were disagreed while only four percent were strongly disagreed.

Women's involvement in paid jobs can be effective only if they have full control over their earning; otherwise, it is just an addition to their responsibilities without any meaningful gain. In this connection Samarasinghe (1993), also related economic independence of women with their empowerment.

4. 34 Multiple Correlation

	Empowerment	Freedom of mobility	Decision making	Gendered restrictions
Empowerment	1 .669**	1		
Freedom of mobility	.000 .866**	.208**	1	
Decision making	.000 -211**	000 -.213**	-.135*	1
Gendered restrictions	.000	.000	.000	

Table 1 shows Multiple Correlation applied to measure the inter-correlation among selected variables. The correlation shows that empowerment has a significant positive correlation with freedom of mobility and decision-making power while it has a negative correlation with restrictions on gendered career choice.

4. 35: Linear Regression

	B	Std. Error	t	p
	Unstandardized Coefficient			
Constant	5.730	.772	7.417	.000
Gendered restrictions	-.049	.015	-3.347	.001
Decision making	1.122	.038	29.715	.000

R   .872
R2   .760
Adj.R2 .758

Table 4.34 indicates the simple linear regression computed to measure the effect of gendered restrictions and decision-making power on female empowerment is measured by a regression coefficient (Beta). Beta was used to determine whether gendered restrictions have a controlling effect on women empowerment. The result indicates that gendered restrictions standardized regression coefficient -0.49. The coefficient of determination (R2) of gendered restrictions indicated 0.76 or 76% variations in women empowerment. The findings suggest that gendered restrictions among others have a significant effect on women empowerment.

CHAPTER 5

MAJOR FINDINGS, CONCLUSION AND SUGGESTIONS

5.1 Major Findings

- Majority of the respondents (90%) were from capital city Islamabad.

- Majority of the respondents 53.7% were holding master's degree while 30.3 % were having 18 years of education.

- Results indicates that majority of the respondents reported that society has defined specific behavior pattern for girls and during the early socialization girl child is trained according to these patterns.

- Eighty percent respondents say girls are expected to act upon the advice of male family members.

- A large number of responses (77.7%) indicate traditional dresses are preferred for female child.

- Forty-eight percent respondents reported that they usually played with their sisters during childhood. More than half of the respondents (52.3%) said their favorite toy was doll.

- Half of the respondents said that to some extent they feel elder women give more importance to gender differences.

- Majority of the responses indicate that elder females of family give preference to son.

- Majority of the respondents reported that women are not allowed to have free interaction with male colleagues, for the purpose they are encouraged to work in gender-segregated organizations.

- More than half of the respondents (56.3%) reported their father usually take decisions in their families.

- Almost 77% reported that their mothers are not working women and 70% stated that they learnt household chores from their mothers.

- Great majority (86%) of the respondents reported they studied science subjects in matric while 86.3% stated their brothers also studied science subjects in matric.

- Little less than half of the respondents (40.7%) said they studied arts and humanities in college.

- Eighty three percent respondents said they give proper time to their children 85.3% said they give proper time to their families and 48% said they spend weekend with their families staying at home.

- Almost 43% respondents were agreed with the statement that their families do not mind to seek job in gender mix environment and family allows them to attend official gatherings.

- Almost 40% respondents were strongly agreed with the statement that sometimes they think to quit the job to take care of their family.

- Results indicate that 39.7% of the respondents said working mothers of pre-school children face more work family conflicts.

- Results shows 44.3% of the respondents were strongly agreed with the statement that women compromise on low pay jobs to fulfill family responsibilities.

- Results indicate that largely respondents have freedom of mobility within family.

- Results show that majority of the respondents said to a great extent they take part in household decisions like buying or selling of property, children marriage etc.

- Almost seventy percent respondents reported they own property.

5.2 Conclusion

The current study concludes that involvement in labor market has increased the participation of women in household decisions as well as freedom of mobility. The study was an effort to understand the role of gender stereotypes in the career choice and impact of women's career on her empowerment within household. This study will be helpful in understanding the role of labor market participation in enhancement of decision-making power of women in household.

The result indicates families give preference to son over daughters in all aspects. Further the study found that though a very large number of women are working in different job sectors but there are still hurdles in their ways in the form of cultural norms, expected behavior patterns by family and their dual responsibilities.

The interaction patterns are established by families to restrict their women to family norms. Study found that women are usually preferred to stay at home. If due to need they have to go outside they are expected to work in gender-segregated organization where they don't have to interact with non kin males.

Study also found that women's empowerment was also directly or indirectly influenced by their economic participation. The study also revealed women's involvement in household budget and decision making regarding children. These findings

led to the conclusion that socio-economic empowerment of women has greatly influenced hy their involvement in labor market. On the basis of above-mentioned findings it can be stated that more secure is the economic future of women greater will he the empowerment.

Eventually study concludes that women's economic self-reliance, family's support and social environment are issues of key concern for empowerment of women.

5.3 Suggestions

Keeping in view, the findings of this study following suggestions are being proposed executing at different levels to make effective policies for women empowerment.

- Government should make effective legislation with strict implication regarding the harassment at workplace.
- Government should focus on female education and create more job opportunities for females.
- NGOs can play an effective role in addressing the women issues at workplace. NGOs can organize women's groups and provide a platform where they can highlight their issues.
- The present study has explored that family environment plays key role in women's empowerment. Therefore, family counseling service should be started at grass root level.
- Majority of families are headed by males and they do not want change in the status of women due to cultural constraints so it is important to bring change in believes. For this purpose, public awareness programs should be launched.

99

- Increase in literacy level is an effective tool for empowering the women so it is essential to educate parents to treat their children equally. For this purpose, counseling can be effective tool at grass root level.

- Within household girl child should be provided supportive atmosphere for developing confidence among them.

- Parents should provide all needed facilities to both of their children equally.

- Within a household, a culture should be developed that discourage the gender biases.

- Women should be allowed to work outside for the betterment of families and their own economic independence.

- Women should recognize their abilities and build capacity among them to increase awareness about their rights and bring a positive change in their social status.

- Those women who are working in labor market should positively guide others in the light of their own experiences.

- Women should keep in the mind the norms of family and culture while working outside.

References

Acharya, D. R., Bell, J. S., Simkhada, P., van Teijlingen, E. R., & Regmi, P. R. (2010). *Research Women's Autonomy in Household Decision-making: A Demographic Study in Nepal*

Agarwal, B. (1997). *Conceptualizing Gender Relations in A Field of One's Own: Gender and Land Rights in South Asia*. Cambridge and New York: Cambridge.

Agarwal, B. (2002). *"Bargaining and Legal Change: Towards Gender Equality in India's Inheritance Laws"*. In IDS Working Paper 165. Institute of Development Studies Brighton, Sussex, England

Ahmad, F. & Sultan, M. (2004). *"Women's empowerment and mobility in Pakistan:*

Amnesty International (2008). Amnesty International Report 2008: *The state of world*

Anker, R. (1998). *Gender and Jobs: Sex Segregation of Occupations in the World*. International Labour Office, Geneva

Anker, R. (2001). Theories of occupational segregation by sex: An overview. In M. F. Loutfi (eds.), *Women, gender and work: What is equality and how do we get there?* (pp. 129-155). geneva, Switzerland: International Labour Office.

Astin, H. S. (1984). The Meaning of Work in Women's Lives: A Socio Psychological Model of Career Choice and Work Behaviour. *Counselling Psychologist, 12*, 117-126.

Batliwala, S. (1994). The Meaning of Women's Empowerment: New concepts from Action. In: S. Giata, A. Germaine, and L. Chen. (eds.) *Population policies*

reconsideration: health, empowerment and rights. Cambridge, Harvard University Press.

Batliwala, S. (1995). *Education For Women's Empowerment,* Aspbae Position Paper For The Fourth World Conference on Women, Beijing September 1995, New Delhi, Asia South Pacific Bureau of Adult Education.

Betz, N. E., & Fitzgerald, L. F. (1987). *The Career Psychology of Women.* Orland.

Blumberg, R. L. (1998). Emotional Stress and Coping Mechanisms: Experience of Poor Women for MatLab, Bangladesh. *Social Studies*, 66-133.

Blumberg, R. L. (2005). *'Women's Economic Empowerment as the 'Magic Portion' Of Development'*, paper presented at the 100th Annual Meeting of the American Sociological Association, August, Philadelphia.

Carr, D. (1997). The fulfillment of Career Dreams at Midlife: Does it matter for Women's Mental Health? *Journal of Health and Social Behaviour, 38*(4), 331–344.

Carrilon, R. (1987). *The Effect of Gender-role Stereotypes on the Career Aspiration and Expectations of Pre-adolescent Children of High Intellectual Ability.* Retrieved from: https://www.uleth.ca/dspace/bitstream/handle/10133/4/ML44 889.pdf? sequence=3 on fifth march 2015.

Day, J. C. & Newburger, E. C. (2002). *The big payoff: Educational attainment and synthetic estimates work-life earnings.* ERIC clearinghouse on Adult, Career and Vocational Education. Columbus, Ohio.

Donati, P. (1998). *Manuale di sociologia della famiglia, Editori Laterza,* Roma-Bari.

FAWE, (1997). *The Education of Girls and Women in Africa. Nairobi*:FAWE:

    Fieldman, R. (1996).Understanding Psychology (4th edition) Massachusetts:

    Mcgraw – Hill

Gottfredson, L. (1981). Circumscription and Compromise: A Developmental   Theory

    of Occupational Aspirations. *Journal of Counseling Psychology, 28,* 545:580.

Gutek, B. A., & Larwood, L. (1987). Introduction: Women's Careers are Important

    and Different. In B. A. Gutek& L. Larwood (Eds.), *Women's Career*

    Development (pp. 7-14). Newbury Park, CA: Sage.

Hakim, C. (2006). Women, Careers, and Work-life Preferences. *British Journal of*

    Guidance and Counselling, 34, 279-294

Heaton, T. B., Huntsman, T. J. & Flake, D. F. (2005). The effects of status on

    women's autonomy in Bolivia, Peru, and Nicaragua. *Population Research*

    And Policy Review 24: 283-300.

Heilman, M. E. (2001) 'Description and Prescription: How Gender Stereotypes

    prevent Women's Ascent up the Organizational Ladder', *Journal of Social*

    Issues, 57 (4), 657-674.

Heilman, M. E., Block, C., Martell, R. & Simon, M. (1989). Has anything changed?

    Current characterizations of males, females and managers. *Journal of Applied*

    Psychology, 74, 935-942

Heins, M., Hendricks, J., & Martindale, L. (1982). The Importance of Extra-Family

    Support on Career Choices of Women. *Personnel & Guidance Journal,* 455-

    459.

    human rights. Amnesty International Secretariat, London, UK.

Jeffery, P. (1982). Indian Women in Purdah. *Current Anthropology, 23* (2), 195-196

Jones, L., Snelgrove, A. & Muckosy, P. (2006). *International Journal of Emerging Markets, 1*(4), 291-304

Khan, M. (2014). *The Factors Influencing Women to Become Teacher in Pakistan. Centre for Employment Studies Research (CESR).* University of West England, Bristol.

Khattak, S. (2001). "Women, Work and Empowerment". "Women, Work and Empowerment Issues in an era of Economic Liberalization: A case study of Pakistan's Urban Manufacturing Sector". In A. Syeed & S. G. Khttak. (eds.) *Islamabad: Pakistan Institute of Labour Education and Research (PILER) and Sustainable Development Policy Institute (SDPI).* pp.65.87

Lomnitz, L. (1977). *Networks of Marginality. Life in a Mexican Shantytown.* New York: Academic Press.

Lyon, S. (1993). *Power and Patronage in Pakistan.* University of Kent, Canterbury.

Major, B., Mcfarlin, D. B. & Gagnon, D. (1984) 'Overworked and Underpaid: On the Nature of Gender Differences in Personal Entitlement', *Journal of Personality and Social Psychology, 47*, 1399-1412.

Major, B., Vanderslice, V. & Mcfalin, D. B. (1984). 'Effects of Pay Expected on Pay Received: The Confirmatory Nature of Initial Expectations', *Journal of Applied Social Psychology, 14*, 399-412.

Malhotra, A., Schuler, S. R. & Boender, C. (2002). *Measuring Women's Empowerment as a Variable in International Development.* Back ground

104

paper prepared for the World Bank Workshop on poverty and gender: New Perspectives. Final version: June 28, 2002

Malik, A. & Khalid, G.H. (2008). "Work/life conflicts and desired work hour adjustments: banking perspective in Pakistan". *International Review of Business Research Papers, 4,* (5), 267–276

Mau, W. C. (2003). Factors that Influence Persistence in science and engineering career aspirations. *The Career Development Quarterly, 51,* 234–243.

Mau, W. C., & Bikos, H. (2000). Educational and Vocational Aspirations of Minority and Female Students: A Longitudinal Study. *Journal of Counselling & Development, 78,* 186-194.

Mendez, L. M. R., & Crawford, K. M. (2002). Gender-Role Stereotyping and Career Aspirations: A Comparison of Gifted Early Adolescent Boys and Girls. *Journal of Secondary Gifted Education, 13,* 96-107.

Mies, M. (2002). *The Subsistence Perspective: Beyond the Globalize Economy.* St. Martin's Press, New York, USA: 70-71.

Mincer, J. (1974). *"Schooling, Experience, and Earnings".* New York: Columbia University Press.

Ministry of Women Development. (2005). Pakistan National Report: Beijing-Islamabad: Government of Pakistan.

Morgan, C. Isaac, J. D., Sansone, C. (2001). The role of interest in understanding the career choices of female and male college students. *Sex Roles, 44:* 295–320.

Mostofa, G., Tareque, I. Haque, M. & Islam, T. M. (2008). Mathematical modelling of Women empowerment in Bangladesh. *Research Journal of Applied Sciences, 3*(6), 416-420.

Mughairy. L. (2004). Women, Education and Culture, Paper Presented In 18th Idp Australian Education Conference: The Path To Cultural Understanding And Development. Sydney Conventional Centre, Academic Press, Sydney Australia.

Nachmias, C. F. & D. Nachmias. (1992). *Research Methods in Social Sciences.* Fourth edition. St. Martin's Press. Inc.

Naqvi, Z. F. & Shahnaz, L. (2002). *"How Do Women Decide to Work in Pakistan?"*PSDE papers presented in 18th AGM. http://www.pide.org.pk/psde/Papers_18AGM.html. Accessed: June 22, 2015

National Center for Education Statistics. (2002). *Digest of Education Statistics 2002. Washington*, DC: Author.

Nieva, V. F., & Gutek, B. A. (1981). *Women and Work: A Psychological Perspective.* New York: Praeger

Obura, C. A. & Ajowi, J. O. (2012). "Gender and Students' Perceptions of Career Aspirations in Secondary Schools". *Academic Journal of Interdisciplinary Studies, 1*(2). Published by MCSER-CEMAS-Sapienza University of Rome

Obura, Ojuanga, S. (1974). *"Attitude Towards and Interest in Teaching among Trained Teachers".* M.Ed. Dissertation, University of Malaya.

Rahman, M. H. & Naoroze, K., (2007). Women Empowerment through Participation in an Aquaculture Experience of a Large Scale Technology Demonstration Project in Bangladesh. *Journal of Social Sciences. 3*(4): 164-171.

Result from a National Survey". Paper presented at Fifth Annual Research Conference 14-16 December 2004, Karachi, Pakistan.

Roy, K. C., & Tisdell, C. A. (2002). Property rights and women's empowerment in Bangladesh. *Research Journal of Applied Sciences 3* (6):

Roy, T. K. & Niranjan, S. (2004). *Indicators of Women's Empowerment in India. Asia-Pacific Population Journal, 19*(3): 23-38 Rural India: A review. International Journal of Social Economics 29(4):315-334.

Samarasinghe, V. (1993). "Puppets on a String – Women's Wage Work and Empowerment among Female Tea Plantation Workers of Sri-Lanka". *Journal of Developing Areas. 27*(3): 329-3

Schoon, I. (2001). Teenage Job Aspirations and Career Attainment in Adulthood: A 17-year Follow-up Study of Teenagers who Aspired to Become Scientists, Health Professionals, or Engineers. *International Journal of Behavioural Development, 25,* 124-132

Senarth. U. & Gunawardena, S. (2009). Women's Autonomy in Decision Making for Health Care in South Asia. *Asia-Pacific Journal of Public Health, 21*(2) 137-144

Shaheed, F. & Mumtaz, K. (1990). *Women's Economic Participation in Pakistan.* Status Report for UNICEF Pakistan. Islamabad: UNICEF

Statistics Canada, (1986). The labour force Feature: *Occupational trends among women in Canada*. 1976 -1985, Caralogue 71-001.

Stephenson, M. B., & Burge, P. L. (1997). "Eliciting women's voices: Vocational choice and educational climate for women in non-traditional occupational programs". *Journal of Vocational Education Research, 22,*153-171.

Super, D. E. (1980*). A life span, life-space approach to career development. Journal of Vocational Behaviour, 16*, 282-298

Tavris, C. (1992). *The Mismeasure of woman.* New York: Simon & Schuster.

Tisdell, C. (2002). Poverty and economically deprived women and children: theories, emerging policy issues and development. *International Journal of Social Economics, 29*(1/2), 73-86.

Valdez, R. L., & Gutek, B. A. (1987). Family Roles: A Help or Hindrance for Working Women? In B. A. Gutek & L. Larwood (Eds.), *Women's Career Development* (pp. 157-169). Newbury Park, CA: Sage.

World Economic Forum. (2008). *The Global Gender Gap Report.* Geneva, Switzerland

APPENDIX - I
Questionnaire

Gendered Career Choices and Impact on Women Empowerment: A study of Rawalpindi & Islamabad

Asalam o Alikum. Dear respondent!

My name is Samina Akbar. I am student of MS (Sociology) International Islamic University. This research project is a part of my degree. The present titled as "Gendered Career Choices and Impact on Women Empowerment in Twin Cities". Your valuable contribution will be highly appreciated. I assure you to keep all the details of this questionnaire confidential and anonymous and will use it purely for the academic purpose.

Name of the respondent _____

1. What is your age? (Completed years)_____
2. What is your educational attainment (in completed years)? ____ _____ -
3 What is your current marital status?
   (i) Married (ii) Separated (iii) Divorced   (iv) Widow
4. What is your designation? _____
5. What is total length of your job experience?
   Months _____ Years _____
6. When did you join this organization?
   Date_____ Month_____ Year _____
7. What is your family type?
   (i) Nuclear Family   (ii) Joint Family   (iii) Extended Family
8. What is your family size?
   (i)Two   (ii) Three   (iii) Four   (iv) Above Four
9. Do you have children?
   (i)   Yes   (ii) No   **(If (ii) → Q11)**
10. How many children do you have?

(i) Male _____ (ii) Female _____

11. Do you think women should work outside the home?

    (i) Yes   (ii) No

12. I would like to know extent of your agreement about the **gendered socialization** of women in our culture in terms of following statements.

SA(Strongly agree) A (Agree) N.(No opinion) D (Disagree) SD (Strongly Disagree)

S.No	Statements	SA	A	N.	D	S
1	Society places restriction on behaviour and activities of women.					
2	Girls are raised to tolerate.					
3	Girls child are expected to behave politely.					
4	Usually girl child are trained to be submissive.					
5	Girls are expected to act upon the advices of male family members.					

13. In your opinion during family decision making male members play dominant role in which of the following areas of children socialization?

    (i)Children education (ii) To learn Religious practice

    (iii) To follow Communication pattern (iv) Dress style

14. With which family member you were more attached in early childhood.

    (i)Mother   (ii)Father   (iii)Both   (iv)Sister

    (v) Brother   (vi) Any other_____

15. What type of dress is usually preferred in your family for female child?

    (i) Shlwar-Kameez   (ii) Skirts

    (iii) Jeans and tops   (iv) Any other_____

16. Who usually selected dresses for you during childhood?

    (i) Mother (ii) Father (iii) Both (iv) Own choice

    (v) Sister (vi) Brother (vii) Any other_____

17. With whom you usually played in your childhood?   (i) Sisters (ii) Brother   (iii) Male Cousins (iv) Female cousins   (v) Any other_____

110

18. What kind of games you usually played in your childhood?

Indoor activities	Frequently	Rarely	Never	Outdoor activities	Frequently	Rarely	Never
Doll marriages				Cricket			
Luddo				Football			
Carom board				Basket ball			

19. What kind of toys did you like in your childhood?

    (i) Cars (ii) Guns (iii) Dolls

    (iv) Kitchen utensils   (v) Any other _____

20. In your opinion who played more influential role in your socialization?

    (i) Mother   (ii) Father   (iii)Both

    (iv) Brother (v) Sister   (vi)Any other _____

21. In your opinion who is more gender biased in the family?

    (i) Grandmother   (ii) Grandfather   (iii) Mother

    (iv) Father   (v) Brother (vi) Sister

22. To what extent do you feel elder women give more importance to gender differences?

    (i)To a great extent   (ii) to some extent   (iv)Not at all

23. Can you state how elder females in family give preference to sons

Sr		Elder Females of family give preference to	
		Male child	Female child
1	Food		
2	Clothes		
3	Care		
4	Facilities		
5	Education		
6	Recreational Expenditures		

24. In your opinion what is pardah?

    (i) Covering Head (ii) Wearing Veil (iii) Hijab (iv) Wearing gown

25. How frequently you are asked to cover your head while?

Sr	Statements	Frequently	Rarely	Never
1	Inside the home			
2	Outside the home			

26. Who generally advice girls for covering the head while going outside?

(i)Mother   (ii) Father   (iii) Grandmother

(iv) Grandfather   (v)Brother   (v) sister   (vi) Any other _____

27. I would like to know extent of your agreement about various aspects of **pardah** in terms of following statements.

SA(Strongly agree) A (Agree) N.(No opinion) D (Disagree) SD (Strongly Disagree)

Sr	Statements	S	A	N.	D	S
1	Females are preferred to stay at home.					
2	Interaction with non kin males in discouraged.					
3	Women are perceived to have limited interactions at workplace.					
4	Women are preferred to work in gender segregated organizations.					
5	Those women who have limited interactions are more respected.					
6	Wearing veil provides protection to women outside the home.					

28. Who usually take decisions in your family?

(i)Mother   (ii) Father   (iii) Grandmother

(iv)Grandfather   (v)Any other(Please Specify) _____

29. Who is the role model or inspiration for you in your family?

(i) Mother   (ii) Father   (iii) Sister

(iv) Brother   (v) Any other _____

30. Is your mother a working woman?

(i)   Yes   (ii) No   **(if (ii) →Q30)**

31. What is/was her profession?   _____

32. From whom you learnt household chores?

      (i) Mother   (ii) Sister   (iii) Any other _____

33. I would like to know extent of your agreement about **influence of role model in your life** in terms of following activities.

S	Activities	Mother	Father	Role Model Any other
1	Dressing			
2	Conversation			
3	Decision Making			
4	Consultation to seek advice			
5	Interaction with non-kin males			
6	Relationship with relatives			
7	Strategies to overcome daily life issues			

34. How many brothers do you have?

      (i) None (ii) One (iii) Two

      (vi) Three (v) More than three   **(if (i) skip Q 36, 39)**

35. What subjects you did studied in metric?

      (i) Science   (ii) Arts

36. What were subjects of your brother in metric?

      (i) Science   (ii) Arts

37. Who suggested you to select these subjects?

      (i) Own choice (ii) Mother (iii) Father

      (iv) Sister (v) Brother (vi) Any other_____

38. Who used to help you in your studies?

      (i)Mother (ii)Father (iii)Both (iv)Sister

      (v) Brother   (vi) Home tuition (vii)Any other_____ _

39. Who helped your brother in studies?

      (i)Mother (ii)Father (iii)Both (iv)Sister

      (v) Brother (vi) Home tuition (vii)Any other_____

40. Which subjects you selected in the college?

 (i) Pre-medical (ii) Pre –Engineering

 (iii) Arts and humanities (iv)Any other _____

41. Who suggested you to select these subjects? (i) Own choice (ii)Mother (iii) Father

 (iv)Both (v)Sister (vi) Brother (vii) Any other_____

42: To what extent selected subjects were of your own interest?

 (i)To a great extent (ii) To some extent (iii) Not at all

43. I would like to know to what extent you felt that choice of your parents was different for their sons and daughters.

Sr	Facilities and choices	Parents give preference to	
		Son	Daughter
1	Education		
2	Higher Education		
3	Facilities (internet, Phone)		
4	Recreational activities		
5	Public dealing		
6	Participation in social events.		

44. The choice of career should be based on which of the following factors?

 (i) Parents choice (ii) The demand of job market (iii) Interests of the individuals

 (iv) The abilities of individuals (v) A combination of **(ii),(iii)** (vii) Family Norms

45. How much influence do you think you as a parent should have on child's career choice?

 (i) None (ii) Slight (iii) Considerable (iv) Great

46. To what extent you are satisfied with your current job status?

 (i) To a great extent (ii) To some extent (iii) Not at all

47. After education who guided you to select profession?

 (i)Own decision (ii) Parents (iii) Siblings (iv) Relative (v) Any other

48. To what extent you think your job is compatible with your education?

 (i)To a great extent (ii) To some extent (iii) Not at all

49. To what extent you feel comfortable in gender mix environment?

62. I would like to know extent of your agreement regarding family norms and organizational environment in terms of following statements.

Sr	Statements	SA	A	N	D	SD
1	My family doesn't mind to seek job in gender mix environment.					
2	Family allows you to attend official gatherings with some restrictions.					
3	Late sitting to complete official assignments disturb your family.					
4	Sometimes you think to quit the job to take care of your family.					
5	Women remain mentally involved in home affairs during work time.					
6	Working mothers of pre-school children face more work-family conflict.					
7	Contrasting values of family and organization put more pressure on working women.					
8	Women compromise on low pay jobs to fulfill family's responsibilities.					
9	Women have to maintain space while interacting with male colleagues.					
10	Family allows you to travel for office assignments.					
11	Behavior of male colleagues is supportive.					
12	Your organization provides conducive working environment.					

63. What is empowerment for you?

    (i) Involvement in decision making   (ii) Hold on household budget

    (iii) Ownership of property

64. To what extent you feel empowered due to your job?

    (i)To a great extent   (ii) Somewhat

    (iii) Very little   (iv) Not at all

65. To what extent you travel alone?

    (i)To a great extent   (ii) Somewhat

    (iii) Very little   (iv) Not at all

66. How do you travel?

    (i) Own convince   (ii) Local transport

67. I would like to know the extent to which your mobility is controlled by your family.

Sr	Freedom of mobility within family.	To a great extent	Somewhat	Very little	Not at all
1	I usually attend family gatherings.				
2	I can easily interact with male family members.				
3	Family allows me to travel alone when required.				

68. I would like to know to what extent you participate in following household decisions.

Sr	Type of decision	Often	Rare	Never
1	I am mostly consulted for preparing household budget			
2	I usually decide about education of children.			
3	I take care of children's health.			
4	I am involved in decision regarding buying or selling of property.			
5	I am involved in decisions regarding children marriages.			
6	I can independently decide how to deal with relatives.			

69. Do you own any kind of property?

    (i) Yes   (ii) No   **(if (ii) skip Q 70)**

70. I would like to know extent of your agreement about your ownership of various kinds of property.

Sr	Type of property	SA	A	N.	D	SD
1	I have purchased a home with my salary.					
2	I maintain a bank account.					
3	I buy jewelry with my own income.					
4	I can buy plot or any kind of property with consultation of my husband.					