



Predicting Career Paths: An Exploration of the Determinants of Career Choice of Women in Nursing, Banking and Teaching Professions in Nigeria Using Logistic Regression

BLESSING STEPHEN ESSIEN, MFON GABRIEL UMOH
University of Uyo, Nigeria

Abstract. Women are a significant sociological group whose behaviours, motivations and values are sometimes incomprehensible in many contexts including workplace setting. This study examines the factors influencing career choices among women in nursing, banking and teaching professions in Uyo Local Government Area of Akwa Ibom State, Nigeria. The research considers parental influence, financial benefits, job security, leisure time, and personal interest as key determinants of career choice. A descriptive research design was employed, with a sample size of 329 participants selected from a population of 2,310. Questionnaires were used to collect data, which were analysed using frequency tables, simple percentages, and logistic regression. The findings reveal that parents significantly influence their daughter's career paths through counseling, role modeling, and financial support. Financial benefits were a major consideration for women in banking, with most expressing satisfaction with their current financial incentives. Job security was found to be higher in teaching and nursing compared to banking. The study recommends that parents foster open discussion, encouraging daughters to pursue careers based on their personal aspirations rather than parental expectations. Employers in nursing and teaching professions should enhance financial benefits to prevent women from gravitating towards banking. Additionally, organizations should implement flexible working arrangements to support women's career advancement and work-life balance.

Keywords: Career Choice, Determinants, Women, Comparison, Nigeria.

1. Introduction

The career choices of women have significant implications for their socio-economic

empowerment, family dynamics, and contributions to national development. In Nigeria, women's participation in the workforce is influenced by various factors, including cultural norms, educational background, and personal aspirations. Aina (2017) noted that societal norms and gender roles have significant impact on the career paths that women choose, often steering them towards professions such as nursing and teaching, which are perceived as more "nurturing" and aligned with traditional female roles. In recent years, however, women participations in profession such as banking and engineering have grown, challenging the narrative of being dominated by men.

Globally, researchers have investigated factors influencing women career choices in various fields of specialization. When compared with men, it is glaring that the decision women take concerning their career is not based on only personal drives or prestige but on a larger web of interconnected factors and issues which most times are usually intricate and multifaceted, shaped by a confluence of personal, societal, and professional factors. As women navigate the landscape of career options, considerations such as educational background, familial expectations, societal norms and personal aspirations play pivotal roles (Ryan & Bauman, 2020).

In most countries of the world, it has been observed that women in Nursing and Midwifery have a huge workforce of about eighty-nine per cent higher than women in other lucrative careers like Business Management, Engineering, Stock trading and Technological jobs. This has led one to think if Nursing is a gender role occupation. Equally, in the educational sector, specifically at the secondary educational level, countries like Armenia, Myanmar, India and Nigeria record a booming in the number of female teachers than the male

counterparts. In other countries state like United States, Egypt and Australia, teaching profession especially at the secondary school is female-dominated. However, despite the tedious workload accompanied by the meager salary which characterized the profession, the number of female teachers in secondary school has been found to be in the increase (Stamarski & Son Hing, 2015). This left one to ask, why do numerous numbers of women choose career in these professions? Are there intriguing factors that propel them into careers like Nursing, Teaching and Banking? Certainly, there are.

In Nigeria, women constitute the major segment of the population, and their career decision has been found to be adversely affected by work-family conflict because most women experienced feelings of guilt or selfishness if they put their career interests first against their family responsibilities (Heins et al., 1982). This was and still remains a challenging issue and has limited a huge number of aspiring women from exploring some higher variety of career options that would have fostered their wellbeing, enhanced their job satisfaction and increased their financial stability (Kunnen, 2013).

Contextually, in Akwa Ibom State, it is observed that the rate of female workers in the health sectors is enormously great. A visit to the University of Uyo teaching hospital revealed the vast numbers of female nurses in all sectors of the hospital. In fact, 98 percent of nurses in almost all hospitals in Uyo LGA are females. Considering the fact that nursing is a lucrative profession and should be sought for by men as well. In the educational sector, women have gained access into the labour force in greater numbers and have been staying employed longer over their life course. The increased educational attainment rates amongst women have contributed to greater employment rates especially in the secondary school level. It is glaring that women have also feminized primary and secondary school teaching jobs except for the tertiary institutions where the male lecturer's population dominates.

Also, there has been a remarkable increase in women's employment in the financial sector in the state in recent times. The increase is significantly prevalent in metropolitan cities, for example, almost all commercial banks in Uyo Local Government employ a vast number of female workers. Notably, employment opportunity for the women in the banking profession is still concentrated at the clerical level, marketing unit as well as the customer's relationship services. Therefore, Uyo LGA in Akwa Ibom State, Nigeria, presents a unique context for examining the career choices of women. As the capital of Akwa Ibom state, Uyo LGA is the hub of economic and social activity, a

growing population of women seeking to pursue careers in various fields.

Research on career choices has identified various factors that influence women's decisions, including self-efficacy, family support, and job satisfaction (Lent et al., 2000; Aina, 2017; Okon, 2015, Nwagbara, 2011). Some of these studies concentrate mainly on career aspirations of secondary school and university students and neglect out of school experiences that may influence their career decisions (Denga, 2004; Kniveton, 2004; Issa and Nwalo, 2008; Falaye, and Adams, 2008; Quinter and Edwards, 2011; Adekola, 2016; Oyaziwo, 2018). However, there is a paucity of research on the specific factors that influence women's career choices in Nigeria, particularly in the Nursing, Banking and Teaching professions which are supposedly, seen in the country as women dominated professions

This study aimed to investigate the determinants of career choices of women, in Nursing, Teaching and Banking professions in Uyo LGA, Akwa Ibom State. The specific objectives were to:

- Ascertain if parental influence determines career choice of women in Nursing, Banking and Teaching professions in Uyo Local Government Area.
- Assess if financial benefits determine career choice of women in Nursing, Banking and Teaching professions in Uyo Local Government Area.
- Examine if job security determines career choice of women in Nursing, Banking and Teaching professions in Uyo Local Government Area.
- Determine if time for leisure influence career choice of women in Nursing, Banking and Teaching professions in Uyo Local Government Area.
- Explore if personal interest influence career choice of women in Nursing, Banking and Teaching professions in Uyo Local Government Area.

The following research questions guided the study:

- Does parental influence determine career choice for women in Nursing, Banking and Teaching professions in Uyo Local Government Area?
- Is financial benefit a factor that determines career choice for women in Nursing, Banking and Teaching professions in Uyo Local Government Area?
- Does job security determine career choice for women in Nursing, Banking and Teaching professions in Uyo Local Government Area?

Teaching professions in Uyo Local Government Area?

- Does time for leisure influence career choice for women in Nursing, Banking and Teaching professions in Uyo Local Government Area?
- Does personal interest influence career choice for women in Nursing, Banking and Teaching professions in Uyo Local Government Area?

1.1 Research Hypotheses

Ho₁: There is no significant influence of parental factor on career choice for women in Nursing, Banking and Teaching Professions in Uyo Local Government Area.

Ho₂: There is no significant influence of financial benefits on career choice for women in Nursing, Banking and Teaching Professions in Uyo Local Government Area.

Ho₃: There is no significant influence of job security on career choice for women in Nursing, Banking and Teaching Professions in Uyo Local Government Area.

Ho₄: Time for leisure does not have a significant influence of parental factor on career choice for women in Nursing, Banking and Teaching Professions in Uyo Local Government Area.

Ho₅: There is no significant influence of personal interest on career choice for women in Nursing, Banking and Teaching Professions in Uyo Local Government Area.

2. Literature Review

2.1 The Concept of Career Choice

Kohlberg (2009) simply defines a career as a way of making a living or profession. But, Brown and Rector, (2008) see as professions or occupations which require advanced education and specialised training. According to Brott (2004), career is considered as a person's course or progress through life (or a distinct portion of life). In this wise, career is understood to relate to a range of aspects of an individual's life, learning and work. Although, career, work, occupation and profession are often used interchangeably, there are marked differences between them. For instance, the term work and occupation can be used to refer to any economic activity one engages in, so as to earn a living as determined by the society. Whereas, career and profession are specialized occupations that require higher education and long-term training to enhance ones capacity to earned a living. In a broader perspective, Osipow (1999) noted that career includes social roles, leisure activities, learning and work. He sums it to entail the total of paid and

unpaid work, learning and life roles one undertakes throughout his life.

2.2 Parental Influence and Career Choice of Women

Study suggests that children are influenced in their career choice by socio-demographic factors such as sex, ability, physique, family, school, and peers influence (Kniveton 2004). Equally, children look up to their parents for advice and guidance on which career to follow (Gati *et al.*, 1996). Parents have a key role to play in the decision-making and the general career path. For instance, which school they go, the subjects they chose, the decision to go to university or college, and the course to choose etc. If these decisions are heavily swayed by parental preference, the child may end up following a vocation that, deep down, they are not interested in.

Parents have adopted beliefs about success, how to be successful and what constitutes a good job or life. For most parents, taking up professional courses in institutions of higher learning and being gainful employed in these professional areas is one of such beliefs. Therefore, ensuring that children are set up for a successful career, future financial security and a good quality of life is a pressing challenge for every parent. Nevertheless, without practical guidance and support when pursuing interest, poor choices can be made.

It is certain, that everyone has a unique set of skills and aptitudes. Each child or an individual in their own way, and so, many possess different skills and abilities to their parents. With this in mind, adopting a similar career role to either parent may not be the right course of action (Super, 1990; Vondracek & Schulenberg, 1986). Parents will often say things such as "as a woman, pick a course you think you will like," or "why don't you apply for this job". Though it may seem they are doing the right thing in terms of steering their female children in the right direction, but parents also need to understand that they all need space and time to discover what they truly want to pursue.

A study by Crockett and Bingham (2000) examined the influence of each parent on the career choice of their children and has found that mothers tend to have more influence on the career decisions/aspirations of their children than fathers. Muthukrishna and Sokoya (2008) study also found the mother as the most influential person adolescents talk to concerning their career choice. Mothers were cited as particularly influential because they provide the support that eases children's apprehensions about their careers. Bojuwoye and Mbanjwa (2006) reported equally that parents had a significant influence on career decisions of children, but

mothers were most influential. This implies that mothers play a major role in the career choice of their children.

Wendy and Mahon (2005) surmised therefore that, each child can achieve his or her ambition and whatever course of action is chosen. It is the role of parents therefore, to instill three core values to aid them in their careers: self-belief, resilience and discipline. With these three skills developed over time, women can rise to the top of any profession they choose.

2.3 Financial Benefits and Career Choice of Women

Women in any society are the engine of growth and development both to themselves and the larger society because, they provide the labour force for production of goods and services to take effect (Benería, 2016). Studies prove that women make up almost half of the world's working-age population of nearly 5 billion people domestic tasks, which can limit their opportunity to engage in paid work and constrain their options when they do (Reeves et al., 2019). However, a study by Azuh, Fayomi and Ajayi (2015), observed that women in Nigeria are increasingly attracted to banking professions due to the sector's relatively high pay compared to other professions, which provides them with better financial security. Moreover, the banking and nursing professions provides attractive career opportunities for women in view of their very nature and clientele; of which women readily serves that purpose.

2.4 Job Security and Career Choice of women

Women's occupational choice tends to be influenced by many factors (intrinsic, extrinsic, and interpersonal). Intrinsic factors relate to interests and personality factors. In a broader sense, most people would like to do interesting work. Interest is of course, very personal and two people may be interested in the same activity for different reasons. Temperament and personality factors were identified as most important in choosing a career among high school students (Borchert, 2002). Also, study by Annan (2006) revealed that personality type was the most influential factor that influenced career choice among senior secondary students. Career choices motivated by intrinsic factors tend to be intellectually stimulating. A choice is intrinsically motivated if one is free in making a career decision based on innate tendency rather than the environment or interpersonal factor.

Extrinsic factors including the availability of jobs and how well an occupation pays or brings benefits are motivators for career choice. They also include those essential features as a result of the individual's

associations. A study by Quinter and Edwards (2011) indicates that the availability of advancement opportunities and learning experiences are influential factors affecting career choices among students. While males reported learning experiences as the most influential factors; females, however, report the availability of advancement opportunities as the most influential factors. People go in for jobs they feel may offer them further opportunities for education or training. Education or training enables the worker to acquire skills, knowledge, attitudes, and abilities that help him to do his present work effectively, while, interpersonal factors in career choice include, the influence of parents and a significant others.

Taylor and Buku (2006), and Merchant, (2006) noted that women consider three factors when choosing a profession, Viz:

- Compete for full-time and well-paid jobs at the core of the employment structure
- Increase the security and remuneration of work under part-time and untypical contracts
- Ascertain equal treatment, protection and access to resources in a deregulated small business sector, including self-employment and entrepreneurship.

They stated that, although, these are all issues relevant to the general labour market, they are more relevant to women than men because of the existing employment pattern. When it comes to women, working and building careers in both developed and developing countries. Benería and Lourdes, (2016) suggested actions that will assist in the achievement of improving women's employment options, security and equal status to include:

- (a) Setting employment conditions on an equal footing and discouraging inequality of treatment for those in untypical work contracts.
- (b) Encouraging mobility between non-standard and standard employment
- (c) Supporting part-time employment as a woman's choice not as her only job opportunity.
- (d) Improving representation and advocacy networks for workers under untypical work contracts in collective agreement.

2.5 Leisure and Career Choice of Women

The most important reason for why a woman must go for work is leisure and self-dependence. Quality-of-life studies have investigated the extent to which leisure can promote a feeling of well-being and a general feeling of satisfaction towards life. These studies of life quality found that satisfaction with "how much fun you are having" was the strongest contributor to a general sense of well-being, among

twelve selected predictors. The focus here is on which leisure dimension will be more important to consumers, as a function of their gender role attitudes. Certain relationships are of particular interest to the study of leisure at a time when men and women are looking for a better balance between work, family, and when self-fulfillment ranks high on their priorities for the future (Hall, 1976).

The adoption of female roles implies that family and spouse duties are to be given priority, and personal leisure is not viewed as a viable option if it represents putting family and spouse in second place. The adoption of feminine roles may also result in the accumulation of work inside the home as well as outside the home, resulting in less opportunity to choose freely time, place, or leisure companions. Therefore, the freedom dimension is not expected to be closely associated with leisure perceptions for feminine individuals. Here, leisure is not expected to be experienced, free from social obligation or responsibility. Women prefer professions that will give them the opportunity to express their feminine nature. This explains their cluster around teaching and nursing careers that are tied to care-giving.

The adoption of gender roles decreases the degree of men's responsibility towards housework and child care, for instance, but increases that of women. Conversely, it decreases the degree of independence women can enjoy. For instance, men have relative freedom to choose leisure locations, companions, and activities; leisure may be experienced independently from the needs and demands of the family but this is different from the women who must consider first the husband and children in making leisure choices. Hence, women will gravitate mostly to professions that will afford them time for family commitment and pleasure.

2.6 Personal Interest and Career Choice of women

Personal interest refers to the women's' personal interest in their chosen professions. According to Holland (1966) individuals choose career environments that best fit their personality and interest. Personal interests are learned from parents, in school, from friends, and through life experiences. Interest plays very important role in motivating people to do the right things that they like. A very strong and motivating interest in anything will boost to do it whole heartedly. Studies done in many countries and in different cultures came up with different results; for example, personality types and interest is a factor that impacts career choices made by the students in Kenya (Ahmed et al., 2017). In a study earlier stated, Quinter and Edwards (2011) noted that the

availability of advancement opportunities and learning experiences are influential factors affecting career choices among secondary school students. While males reported learning experiences as the most influential factor; females, however, report the availability of advancement opportunities as the most influential factor. Therefore, women choose careers they consider will best fit their personal interests, because they would do better in the field that interests them; and women who choose careers which match their personal interests are usually successful. They tend to enjoy greater satisfaction and happiness when working in the field of interest.

2.7 Theoretical Framework

Two theories provide explanatory framework for the study. They include: John Holland's Theory of Career Choice and Albert Bandura's Social Learning Theory.

2.7.1 Holland's Theory of Career Choice

John Holland's Theory of Career Choice maintains that in choosing a career, people prefer jobs where they can be around others who are like them. In other words, careers are determined by an interaction between personality and the social environment (1966).

Seven assumptions underlie the Holland's theory, namely:

Most people possess one of the six modal personality types: Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), or Conventional (C).

Six modal occupational environments correspond to the six modal personality types (*RIASEC*). Each environment is dominated by a given type of personality and is typified by physical settings posing special circumstances.

People search for environments that allow them to exercise their skills and abilities, express their attitudes and values, and assume agreeable circumstances and roles.

A person's behaviour is determined by an interaction between his or her personality and the characteristics of the environment. Based on an individual's personality pattern and the pattern of the environment, some outcomes of such a pairing can, in principle, be forecast using knowledge of personality types and environmental models. Such outcomes include choice of vocation, job changes, vocational achievement, personal competence, and educational and social behaviour.

The degree of congruence (or agreement) between a person and an occupation (environment) can be estimated by a hexagonal model. The shorter the distance between the personality type and the occupational type, the closer the relationship.

The degree of consistency within a person or an environment is also defined using the hexagonal model. Adjacent types on the hexagon are most consistent, or have compatible interest, personal dispositions, or job duties. Opposite types on the hexagon are most consistent, or combine personal characteristics or job functions that are usually unrelated.

The degree of differentiation of a person or an environment modifies predictions made from a person's typology, from an occupational code, or from the interaction of both. Some persons or environments are more closely defined than others; for instance, a person may closely resemble a single type and show little resemblance to other types, or an environment may be dominated largely by a single type. In contrast, a person who resembles many types or an environment characterized by about equal numbers of workers in each of the six types would be labeled undifferentiated or poorly defined.

Career choice Counselors who use Holland's theory of vocational choice typically assess individual's interest profiles from three primary perspectives: Coherence, Consistency, and Differentiation. Holland maintained that these factors correlate with the clarity and focus of individuals' vocational personalities. Coherence relates to the degree to which the Holland codes associated with an individual's vocational aspirations or occupational daydreams conform to the Holland occupational theme (i.e. Realistic, Investigative, Artistic, Social, Enterprising, and Conventional). The consistency concept involves analyzing the proximity of the individual's two dominant Holland types with respect to the hexagonal scheme. Adjacent types on the hexagon (example, Social and Enterprising) reflect high interest consistency; opposite types (e.g., Artistic and Conventional) reflect low consistency. People search for environments that will let them use their skills and abilities, and express their attitudes and values, while taking on enjoyable problems and roles. Behaviour is determined by an interaction between personality and environment. Choosing a college major, training programme, or a career that fit your Holland personality is a vital step toward success, good grades, graduating on time, and job satisfaction.

Applications of Holland's theory of vocational choice involve assessing individuals in terms of two or three prominent personality types and then matching the respective types with the

environmental aspects of potential careers. The theory predicts that the higher the degree of congruence between individual and occupational characteristics, the better the potential for positive career-related outcomes, including satisfaction, persistence, and achievement.

2.7.2 Social Learning Theory

Another theory that provides insight on the determinant of career choice of women is the Social Learning Theory of Albert Bandura. The theory found a relationship between social environment and behavioural change. He claimed that Social Learning Theory shows a direct correlation between a person's perceived self-efficacy and behavioral change. Self-efficacy comes from four sources: Performance, Accomplishments, Vicarious experience, Verbal persuasion, and Physiological states (Bandura, 2011). The theory states that when people observe a "model" performing behaviour and the consequences of that behaviour, they remember the sequence of events and use this information to guide subsequent behaviours (Bandura, 2011). Most women consider close persons within their immediate environments as models and would want to be like them; including choosing same career like them (models). This explains why would like to take to professions like their parents, significant others or people in contact, and models serve as factor for women career choice. Therefore, the environmental context in career choice determination of women underscores the importance of imitation and observation in behaviour change.

3. Methodology

3.1 Research Design/ Research Area

The study employed descriptive research design. The study was conducted in Uyo Local Government Area, Akwa Ibom State, Nigeria. Uyo is the Capital City of Akwa Ibom State. It became the Capital on September 23, 1987 when Akwa Ibom was created from the former Cross River State (aksgov.ng, 2009). Uyo Local Government Area has a projected population of 427,872 (National Population Census, 2006). As the Capital City, the Uyo Local Government Area is structured with diverse institutions that are aimed at servicing her citizens.

3.2 Population of the Study

The total population of the study was 2,310 female workers in the three (3) professions of Banking, Teaching, and Nursing in the study area. The population of the study consisted of all female bankers in commercial banks (716), all female nurses in public secondary (890) and tertiary

hospitals as well as all (704) female teachers working in public secondary schools in Uyo Local Government Area of Akwa Ibom State (Detailed in Appendix II).

3.3 Sample Size / Sample Technique

The sample size of 369 was derived using Krejcie and Morgan (1970) (See Appendix I). Simple random and purposive sampling techniques were used for this study. Simple random sampling technique was used to select Five (5) banks out of eighteen (18) existing commercial banks in Uyo. The selected banks were: Access Bank, First Bank, Heritage Bank, Fidelity Bank and Zenith Bank. Purposively, branches with the highest number of female staff of each of the five (5) selected banks were selected (Access Bank Banking Layout, First Bank Oron Road, Heritage Bank Aka Road, Fidelity Bank, Abak Road and Zenith Bank Oron Road). Sample revealed a total of ninety-nine (97) female bankers in the five selected bank branches. Equally, five (5) public secondary schools were selected from fourteen (14) public secondary schools in Uyo using simple random sampling technique. The schools were: Ikono-Ibom Comprehensive Secondary School Ikot Ayan-Ikono, Community Secondary Commercial School Ikot Okubo Offot, Community Secondary School Mbak Etoi, Special Education Centre Mbiabong Etoi, and Community Secondary School Ikot Nsung-Ikono. Sample also revealed a total of one hundred and eighty (178) female teachers in the five selected public secondary schools. Purposive sampling technique was used to select University of Uyo Teaching Hospital out of the three public hospitals in the study area. University of Uyo Teaching Hospital was selected purposively because it had the highest number of female nurses. A total number of fifty (54) female nurses were randomly selected using simple random sampling technique. Details of the sample design for the study can be seen in Table 1.

3.4 Source of Data/ Procedure for Data Collection

The instrument used for data collection was questionnaire. The questionnaire contained an introductory note and subdivided into four sections: A, B, C and D. Section A consisted of seven (7) questions about the socio-demographic characteristics of the respondents, Sections B, C and D consisted of five (5) questions, constructed to measure the substantive issues under study. Three hundred and twenty-nine (329) questionnaires were administered to 54 female nurses, 178 female secondary school teachers and 97 female bankers. The researchers distributed and retrieved the questionnaires from the female nurses and secondary school female teachers, while, Bank

Managers assisted in the distribution and retrieval of questionnaires from female bankers in each of the selected banks. 329 questionnaires were administered to the respondents and 261 questionnaires were retrieved and found useful for data analysis. This yielded a response rate of 66 per cent.

3.5 Validity and Reliability of the Research Instrument

To ensure the validity of the instrument it was subjected to scrutiny by experts in test and measurement at the Faculty of Education University of Uyo before they were administered on the respondents. Since all corrections noted were effected and all errors eliminated, it was satisfactorily believed the instrument was valid. The Cronbach's Alpha reliability coefficient was employed to assess the internal consistency of the research instrument. A pilot test was conducted with 30 respondents (10 from each professional group: Nursing, Teaching and Banking). The questionnaire was divided into subscales based on key variables; Personal Factors (personal interest and time for leisure), Social Influences (parental influence and societal norms) and Economic Considerations (financial benefits and job security). A Cronbach's Alpha value of 0.70 or higher was considered acceptable. The results were as follows: Personal Factors: $\alpha = 0.85$, Social Influences: $\alpha = 0.79$, Economic Considerations $\alpha = 0.82$. The high Cronbach's Alpha values indicated that the instrument has good internal consistency.

3.6 Method of Data Analysis

Simple percentage and frequency distribution were used to analyse the socio-demographic data of respondents while Logistic Regression was used to test the formulated hypotheses. It was also useful in predicting the influence (odds) of the dependent variable on several dependent (input) variables.

The logistic regression formula is given as: $p = 1 / 1 + e^{-Z}$

Where P: is the probability of the dependent variable being in particular category.

e: is the base of the natural logarithm (approximately 2.718)

Z: is the linear combination of the independent variables, represented by the equation: $z = \beta_0 + \beta_1x_1 + \beta_2x_2 + \dots + \beta_n x_n$

3.7 Ethical Consideration

To address ethical concerns regarding this study the researchers developed a consent agreement form which stated the aims of the research and respondents' consent for participation were sought and respondents were given the freewill to accept or

decline involvement. The respondents were also assured that the information they provided were taken as confidential and not to be shared to any third party. To ensure that the identities of the

respondents were protected, information requiring their names or considered sensitive were removed from the questionnaire

4. Data Presentation and Analysis

Table 1: Distribution of respondents according to their personal characteristics (N = 261)

Variable	No. of Women	Percentage (%)
Marital Status		
Single	88	33.72
Married	133	50.96
Divorced/Separated	25	9.58
Widowed	15	5.75
Total	261	100
Religion		
Christianity	250	95.79
Islam	11	4.21
Others	0	0
Total	261	100
Education Qualification		
NCE	22	8.46
OND	30	11.49
HND	31	11.88
B.SC/B.Ed.	140	53.54
Others	38	14.56
Total	261	100
Name of Organization		
Hospital: UUTH	52	19.92
Bank: First Bank	22	8.43
Fidelity Bank	15	3.83
Heritage Bank	14	4.98
Zenith Bank	20	7.66
Access Bank	21	5.75
School: Ikono Ibom Com. Sec. School	21	8.05
Community Sec. Comm. School Ikot Okubo	31	11.88
Community Secondary School Mbak Etoi	24	9.20
Special Education Centre Mbiabong Etoi	18	6.89
Community Secondary School Ikot Nsung Ikono	23	8.81
Total	261	100
Rank/Positions		
Hospital: Staff Nurses	38	14.56
Chief Nursing Officer	8	3.06
Matron	6	2.29
Bank: Manager	2	0.77
Marketer	25	9.58
Customer Service Representative	15	5.75
Cashier	18	6.90
Teller Representative	19	7.28
Auditor	9	3.45
Loan Officer	6	2.30
School:		
Vice Principal	2	0.77
Departmental Head	10	3.83
Class Teacher	107	41.0
Total	261	100
Department:		
Hospital: Laboratory Unit	13	4.98
General Ward	9	3.45
Accident and Emergency Unit	15	7.75
Maternity Unit	11	4.21
Bank: Manager	2	0.77
Account department	7	2.68
Customer Care Unit	29	11.11
Marketing Unit	18	6.90
Monitoring Unit	4	1.53
Cashier Unit	9	3.45
Sales/Auditing Unit	25	9.58
School: Science Department	49	18.77
Art Department	44	16.86
Commercial Department	26	9.96
Total	261	100

Source: Field Data, 2024

Table 1 shows personal characteristics of the respondents. Respondents within the age brackets of 20-25 were 24 (9.19%), 26-30 age brackets were 33(12.64%) respondents, 31-35 age brackets were 40 (15.33%) respondents. Also, respondents within the age brackets of 36-40 were 51(19.54%), 41-45 age brackets had 70 (26.82%), while 46 and above age brackets were 43(16.48%) respondents. The data indicates that majority of the respondents were those of 41- 45 age brackets. With regards to marital status, the study had 88(33.72%) respondents who were single, 133(50.96%) were married respondents, 25(9.58%) respondents were divorced/separated and 15(5.75%) respondents were widowed. This indicates that majority of the respondents who participated in the study were married (50.96%). The table shows that 250 (95.79%) respondents were Christians while 11(4.21%) respondents were Muslims and none from other religion. This implies that majority of the respondents in the study were Christians (95.79%). The table further shows that 22 (8.46%) respondents had NCE, OND 30 (11.49%), HND 31 (11.88%), while B.Sc. / B.Edu. 140 (53.64 %) and respondents with other qualifications were 38(14.56%). This therefore indicates that most of the respondents had B. Sc /B.Edu (53.64%). 48 (9.20%) respondents were from UUTH, 24 (8.81%) respondents were from First Bank, Fidelity Bank had 15(3.83%) respondents, Heritage Bank had 14 (4.98%), while Zenith and Access Banks had 20 (7.66%) and 15(5.75%) respondents respectively. Moreover, 21(8.05%) respondents were from Ikono-Ibom Comprehensive Secondary School, 31(11.88%) respondents from Community Secondary School, Ikot Okubo, 26 (9.96%) respondents were from Community Secondary School, Mbak-Etoi, 18(6.89%) respondents were from Special Education Centre, Uyo and 23 (8.81%) respondents were from Community Secondary School, Ikot Nsung-Ikono. The study has 38 (14.56%) staff nurses representing (13.03%), 8 chief nursing officers representing (3.06%) while matrons were 6 representing (2.29%). Furthermore, 2 (0.77%) were bank managers, 25(9.58%) marketers, 15(5.75%) customer service representatives, and 18 (6.90%) teller representatives, 19 (7.28%) cashiers, 9(3.45%) auditors and 6(2.30%) loan officers. Also, 2(0.77%) vice principals, 10 (3.83%) departmental heads and 107(41.0%) class room teachers constitute from schools. Equally, 13 (4.98%) respondents were in laboratory unit, 9 (3.45%) were in general ward, 2(0.77%) were in accident and emergency unit, as well, and maternity unit had 11 (4.21%) respondents. Furthermore, 2 (0.77%) respondents were managers, 7 (2.68%) respondents were in account department of the selected banks, 29 (11.11%) respondents were in customer care unit, marketing unit had 18 (6.90%) respondents, 4 (1.53%) respondents were in monitoring unit and cashier unit had 9 (3.45%) respondents, Sale and Auditing unit had 25 (9.58%) respondents. Science department in selected secondary schools had 49 (18.77%) respondents, 44 (16.86%) and 26 (9.96%) respondents were in arts and commercial/business departments respectively.

4.1 Testing of Hypotheses

Hypothesis One

Ho₁: There is no significant influence of parental factor on career choice for women in Nursing, Banking and Teaching professions in Uyo Local Government Area.

Table 2: Summary results of logistic regression showing the influence of parental factor on career choice for women in Nursing, Banking and Teaching profession

Parental factor	Nursing		Teaching		Banking	
	OR (95% C.I)	P-value	OR (95% C.I)	P-value	OR (95% C.I)	P-value
Are you in the same career with parents and if Yes, did they inspire you to follow a similar path						
Yes/No	2.778 (.898-8.591)	.075	.281 (.140-.566)	0.000**	2.369 (1.205-4.658)	.012*

OR- Odd ratio. *Significant at 5% (p<.05), **Significant at 1% (p<.01).

Table 2 presents results of the logistic regression for the influence of parental factor on career choice for women in Nursing, Teaching and Banking Professions. This result shows Odds ratio of 2.778 with p-value of .075. The Odds ratio is greater than 1 which implies that parental factor has a positive influence on career choice of women in Nursing but for the fact that the p-value is greater than 0.05(p>.05), it therefore suggests that there is no significant influence of parental factor on career choice of women in Nursing profession. For teachers and bankers, the p-value of 0.000 and 0.012 were obtained respectively which are less than 0.05 which indicates that parental factor has a significant influence on career choice of women in Teaching and Banking professions. Result also reveals that the odd ratio for those in the teaching profession (Odd = .281, C.I= .140-.566, p =0.000, p<.05) was less than 1 while that of bankers were above 1 (Odd = 2.369, C.I. = 1.205-4.658, p=.012, p<.05). This result implies that parental factor has a significant negative influence on career choice of women in teaching profession

and significant positive influence on career choice of women in the Banking profession. Therefore, there is a significant influence of parental factor on career choice of women in Teaching and Banking professions but not significant among nurses.

Hypothesis Two

Ho₂: there is no significant influence of financial benefits on career choice for women in Nursing, Banking and Teaching profession in Uyo Local Government Area.

Table 3: Summary results of the logistic regression for the influence of financial benefits on career choice for women in Nursing, Banking and Teaching Professions

OR- Odd ratio. *Significant at 5% (p<.05), **Significant at 1% (p<.01).

Factor	Nursing		Teaching		Banking	
Financial benefits	OR (95% C.I)	P-value	OR (95% C.I)	P-value	OR(95% C.I)	P-value
Did you consider salary and other financial incentives when choosing your career?						
Yes/No	.543 (.275-1.072)	.078	.453 (.273-.752)	0.002**	3.48 (2.017-6.013)	.000**

Results presented in Table 3 show the influence of financial benefits on career choice of women in Nursing, Teaching and Banking Professions. Result shows p-values of .078 for Nurses, .0002 for teachers and 0.000 for those in the banking profession. The p-values obtained for both women in Teaching and Banking professions were less than 0.05 (p<.05) while that of those in the Nursing profession was greater than 0.05 (p>.05). This indicates that there is a significant influence of financial benefits on career choice of women in Banking and Teaching Professions but for Nursing profession, the influence of financial benefits was found to be insignificant(p>.05). Result also shows that the Odds ratio for Nursing (Odd = .543, C.I. = .275-1.072) and teaching professions (Odd = .453, C.I = .273-.753) were both less than 1 while that of banking profession (Odd = 3.48, C.I = 2.017-6.013, p = .000, p<.05) which implies that financial benefits had no significant influence on the career choice of women in the Nursing profession but has significant positive influence on women in the banking profession. For those in the teaching profession, the influence was significantly negative indicating that consideration for financial benefits is a major determinant of their choice of going into the Teaching profession and Banking profession.

Hypothesis Three

Ho₃: There is no significant influence of job security on career choice for women in Nursing, Banking and Teaching profession in Uyo Local Government Area.

Table 4: Summary results of the logistic regression showing the influence of job security on career choice for women in Nursing, Banking and Teaching profession

Factor	Nursing		Teaching		Banking	
Job security	OR (95% C.I)	P-value	OR (95% C.I)	P-value	OR(95% C.I)	P-value
Is there job security in your career choice						
Yes/No	7.05 (2.426-20.462)	.000**	8.53 (4.547-15.992)	0.000**	.037 (.019-.075)	.000**

OR- Odd ratio. *Significant at 5% (p<.05), **Significant at 1% (p<.01).

Table 4 presents results of the influence of job security on career choice of women in Nursing, Teaching and Banking Professions. Result shows p-values obtained for the three professions were less than 0.05 (p<.05) meaning that job security has a significant influence on career choice of women in Nursing, Teaching and Banking professions. The odds ratio obtained for women in Nursing profession (OR = 7.05, C.I. = 2.426-20.462, p =0.000, p<.05) and Teaching profession (OR = 8.53, C.I. = 4.547-15.992, p= 0.000, p<.05) were greater than 1 while that obtained for women in the banking sector was less than 1 (OR = .037, C.I = .019-.075, p =0.000, p<.05). This means that there is a significant positive influence of job security on the career choice of women in Nursing and Teaching professions. For those in the Banking profession, the influence was significantly negative indicating that

there is no job security in the banking sectors. Based on these results, the null hypothesis is rejected and hence there is a significant influence of job security on the career choice of women in Nursing, Teaching and Banking professions.

Hypothesis Four

Ho4: Time for leisure does not have a significant influence on career choice for women in Nursing, Banking and Teaching profession in Uyo Local Government Area.

Table 5: Summary results of the logistic regression showing the influence of leisure time on career choice for women in Nursing, Banking and Teaching professions

Factor	Nursing		Teaching		Banking	
Time for leisure	OR (95% C.I)	P-value	OR (95% C.I)	P-value	OR(95% C.I)	P-value
Is there job security in your career choice						
Yes/No	0.042 (.010-.177)	0.000**	189.00 (70.478-506.837)	0.000**	0.031 (0.013-0.076)	0.000**

OR- Odd ratio. *Significant at 5% (p<.05), **Significant at 1% (p<.01).

Results in Table 5 present the influence of availability of time for leisure on career choice of women in Nursing, Teaching and Banking Professions. Result shows p-values obtained for the three professions were less than 0.05 (p<.05) which implies that there is a significant influence of time for leisure on career choice of women in Nursing, Teaching and Banking professions. The null hypothesis is therefore rejected. Hence, there is a significant influence of availability of time for leisure on career choice of women in Nursing, Teaching and Banking Profession. The odds ratio obtained for women in both Nursing (OR = .042, C.I. = .010-.177, p =0.000, p<.05) and Banking professions (OR = 0.031, C.I. = 0.013-0.013, p= 0.000, p<.05) were less than 1 while that of Teaching profession was greater than 1 (OR = 189.00, C.I. = 70.478-506.837, p =0.000, p<.05). This means that availability of time for leisure has a significant positive influence on career choice of women in the Teaching Profession suggesting that they have time for leisure. For those in Nursing and Banking Professions, consideration for the availability of leisure time reduces their likelihood of choosing a career in either Nursing or Banking sector. This result also suggests that women in the Teaching profession have more time for leisure than those in either Nursing or Banking.

Hypothesis Five

Ho5: there is no significant influence of personal interest on career choice for women in Nursing, Banking and Teaching profession in Uyo Local Government Area.

Table 6: Summary results of the logistic regression showing the influence of personal interest on career choice for women in Nursing, Banking and Teaching profession

Factor	Nursing		Teaching		Banking	
Personal interest	OR (95% C.I)	P-value	OR (95% C.I)	P-value	OR(95% C.I)	P-value
Do you consider travelling abroad for greener pasture a reason for your choice of career?						
Yes/No	2.282 (1.066-4.887)	0.034*	4.67 (2.641-8.143)	0.000**	.125 (.070-.224)	0.000**

*Significant at 5% (p<.05), **Significant at 1% (p<.01).

Results presented in Table 6 show the influence of personal interest on career choice of women in Nursing, Teaching and Banking Professions. Result shows p-values obtained for the three professions

were less than 0.05 (p<.05) which implies that there is a significant influence of personal interest on career choice of women in Nursing, Teaching and Banking professions. The null hypothesis is

therefore rejected. Hence, there is a significant influence of personal interest on career choice of women in Nursing, Teaching and Banking Profession. The odds ratio obtained for women in both Nursing professions (OR = 2.282, C.I. = 1.066-4.887, $p = 0.000$, $p < .05$) and teaching professions (OR = 4.67, C.I. = 2.641-8.143, $p = 0.000$, $p < .05$) were greater than 1 while that of banking profession was less than 1 (OR = .125, C.I. = .070 -.224, $p = 0.000$, $p < .05$). This means that personal interest has a significant positive influence on career choice of women in Nursing and Teaching Professions. But in banking profession, consideration for personal interest and their likelihood of choosing a career in banking sector was not significant.

5. Findings / Discussion of Findings

Findings showed that parents influenced the career path of their female children majorly through career counseling, role modeling, and financial support. This finding is supported by the work of McQuid and Bond (2003) who posited that the choice of a career should not be made by accident or by sheer force of circumstances but it should be made by foresight and common sense, hence young women are not competent enough to make such a choice; thus, it should be made by their parents. Similarly, Muthukrishna and Sokoya (2008) in a study on the influences of each parent on the career of their children stated that mothers tend to have more influence on the career of their female adolescents than fathers. Also, Bojuwoye and Mbanjwa (2006) reported that parents had a significant influence on the career decisions, but mothers are more influential. Additionally, Salami (2006) found that family involvement is the most significant predictor of career choice in gender dominated professions. It thus explains that family provides information and guidance directly or indirectly and influences young female's career choice.

Furthermore, findings revealed that women in Banking and Teaching professions considered financial benefits/incentives when choosing their career as well as satisfied with the financial benefits associated with their career. This finding is in tandem with the study of Merchant (2006) who noted that women participate in the commercial sector, and local enterprise to generate income to meet the needs of their families. Similarly, this finding agreed with the position of Abama et al., (1993) who found that women even in pre-colonial Nigeria were diligent and productive to maintain and provide for their families, thus they engaged in economic enterprises. Again, this finding is in line with the study of Azuh et al., (2015) which postulated that women in Nigeria are increasingly attracted to banking due to the sector's relatively

high pay compared to other professions, which provides them with better financial security.

Moreover, findings indicated that job security is higher in the teaching and nursing professions compared to banking profession, meaning that, job security has a significant positive influence on career choice of women in Teaching and Nursing professions. In agreement with this finding, Okafor and Amayo (2006) highlighted that the perception of job security is one of the most important factors that influence women career choice in Nursing and Teaching, alongside factors like work- life balance and income stability. Similarly, a report from the International Labour Organization (ILO) (2018) noted that women tend to be more drawn to jobs that offer clear contracts, benefits, and legal protections, which provide a sense of security in their professional lives. Also, this finding corresponds with the study made by Ugochukwu and Ijeoma (2013) which submitted that in Nigeria, despite the modest salary, women often choose teaching for its long- term financial benefits like job security and pension plans.

Moreso, findings further indicated that Nurses and Bankers did not have time for leisure, unlike teachers who identified that time for leisure was the reason they took up the profession. This finding therefore agreed with the study by Akyeamong and Stephens (2002), that women in Ghana, for instance, were drawn to teaching partly because of the flexibility it offers in terms of work hours and time off, allowing them to attend to family duties more easily than in other professions. Also, research conducted in Nigeria by Aina (2017) found that the teaching profession's structured holidays and predictable work schedule were significant factors, in women's career decisions, has these aspects provided more leisure time and improved work-life balance.

Also, findings further revealed that personal interest has no significant positive influence on career choice of women in Nursing and Teaching Profession. For those in Banking profession there is consideration for personal interest and their likelihood of choosing a career in banking sector. This finding therefore is in tandem with a study by Nwagbara (2011), which highlighted that woman in Nigeria were motivated to pursue careers in banking due to personal interest in the financial sector and the professional opportunities it offers for career growth and development. Another study by Okon (2015), confirmed that women were attracted to banking due to their personal interest, field complex, cultural values and intellectual stimulating nature. The study also noted that personal passion for business and financial independence plays a

significant role in women's career choices in the banking profession.

6. Conclusion

This study investigated factors influencing women's career choices in Nursing, Teaching and Banking professions in Uyo Local Government Area, Akwa Ibom state, Nigeria. The findings revealed that a combination of parental influence, financial benefits and incentives, job security, time for leisure, personal interest, and prospect of traveling abroad for greener pasture significantly shape the professional interests of women in these fields. In nursing profession, job security, financial benefits and traveling abroad for greener pasture emerged the primary drivers for women. Passion for the job, parental influence, having time for leisure was key motivators for women in teaching profession. Personal interest in finance, the potential for financial growth and opportunities for career advancement was primary factors influencing women career choice in banking profession. However, while personal interest appears to be the central driver of career aspiration across the three professions, the importance of financial security and job stability cannot be downplayed, particularly in teaching and nursing professions. Interestingly, the study revealed also that women also tend to prefer professions that provide them ample opportunity to balance work and family responsibilities. Hence, the study has revealed a nuanced understanding of the interplay of socio-economic and demographic variables in shaping women's career trajectories in the study area.

7. Recommendations

Based on the study findings, the following recommendations are made:

Since there is a strong relationship between parental influence and career decision of their female children, parents should also promote open family discussions that allow female children to express their career interest freely, fostering an environment where career decisions are made based on personal aspirations rather than parental expectations. More so, parents should encourage their female children to take to male dominated careers which are equally prestigious and financially beneficial.

Financial benefits have been found to promote women career choice in Banking, therefore, employers in Nursing and Teaching professions should also ensure enhanced financial benefits/incentives to prevent women from gravitating mostly towards banking profession thereby causing imbalance in other professions.

Organisations should implement flexible working hours or remote work options to allow women to balance their professional and family life.

Since women prefer banking profession in view of its benefits, government should regulate bank organizations from contract employments to ensure their job security.

Schools at all levels should provide career counseling services to sensitize women on how to explore other professions beyond banking, teaching and nursing which are also lucrative and less saturated by them.

References

- Abama, A. (1998). Nigerian women and the development process. A paper delivered at the inaugural meeting of Women Entrepreneurs, Jos Chapter.
- Adelecola, B. O. (2016). Influence of Socio-Cultural Factors on Career Choice among Female Students in Nig. Universities, *Journal of Education and Human Dev.*, 5(2), 1-11.
- Ahmed, A., Sharif, N., and Ahmad, N. (2017). Factors influencing students' career choices: Empirical evidence from business students. *Journal of Southeast Asian Research*, 1-15.
- Aina, O. E. (2017). Career Aspirations and Challenges of Women in Nigeria, *International Journal of Gender and Women's Studies*, 5 (1), 1-12.
- Akyeampong, K., and Stephens, D. (2001) Women's Career Choice of teaching in Ghana. *International Journal of Education Development*. Volume: 21
- Azuh, D.; Fayomi, O., and Ajayi, L. (2015). Social-cultural factors of gender roles in women's career in Nigeria. *European Scientific Journal*, 11(10), 221-223.
- Bandura, A., Barbaranelli, C., Caprara, G., and Pastorelli C. (2001) Self-efficacy Beliefs as Aspirants and Career Trajectories. *Child Development*, 72187 – 206.
- Bandura, A. (2011). The Social and Policy Impact of Social Cognitive Theory. In M. Mark, S. Donaldson, & B. Campbell (Eds.), *Social Psychology and Evaluation*. New York, NY: Guilford Press.
- Benería, L. (2016). Gender, development, and globalization: economics as if all people mattered. New York; London: Routledge, Taylor & Francis Group.
- Bojuwoye, O. and Mbanjwa S. (2006). Factors Impacting on Career Choices of Technical High School on students from previously disadvantages.

- Borchert, M. (2002). Career Choice Factors of High School Students. A research paper submitted in partial fulfillment of the requirement for the Master of Science Degree with a Major in Career and Technical Education to The University of Wisconsin-Stout.
- Brott, P. (2004). Constructivist Assessment in Career Counseling. *Journal of Career Development*, 30, 189- 200.
- Brown, D. and Rector, C. (2008). Conceptualizing and Diagnosing Problems in Vocational decision making. *Hand book of Counseling Psychology* PP. 392-417.
- Crockett, J. and Bingham, R.N (2000). Anticipating Adulthood: Expected Timing of Work and Family Transitions among Rural Youth. *Journal of Research on Adolescence* 10(2) 151 – 172.
- Denga, H. (2004). The Influence of Gender on Occupational Aspirations of Primary School Children in Cross River State. *Afr. Symp.*, 4: 4.
- Falaye, W. and Adams T. (2008). An Assessment of Factors Influencing Career Decisions of In-School Youths. *Pak. J. Life Social Science*, 5: 222-225.
- Hall, E. (1976). *Beyond culture*. New York anchor press/double day.
- Heins, M., Hendricks, N. and Martindale, L. (1982). The Importance of Extra-family Supports on Career Choices of Women. *Personnel and Guidance Journal*, 60 (8), 455-459.
- Holland, L. (1966). *The Psychology of Vocational Choice: A Theory of Personality Type and Model Environments*. Waltham: Blaisdell
- Issa, O., and Nwalo, N. (2008). Factors Affecting the Career Choice of Undergraduates in Nigerian Library and Information Science Schools. *Afr. J. Libr.*, 18: 23-31.
- Kniveton, H. 2004. The Influence and Motivations in which Student base their Choice of Career. *Research in Education* 72.
- Kohlberg, L. (2009). The Claim of Moral Adequacy of a Highest Stage of Moral Judgment. Seventieth Annual Meeting of the American Philosophical Association Eastern Division Challenges and Difficulties in Career Decision Making, *Journal of Vocational Behaviour*, 11 (4).
- Kunnen, S. (2013). The Effects of Career Choice Guidance on Identity Development. *Education Research International* 13 (9).
- McQuid, R., and Bond, S. (2003). Gender Stereotyping of Career Choice. <http://www.careers-scotland.org.UK>.
- Merchant, C. (2006). "The Scientific Revolution and the Death of Nature" . USA: Berkeley University of California Press.
- Muthukrishna, N., and Sokoya, O. (2008). Gender differences in pretends to play amongst school children in Durban, Kwazulu-Natal, South Africa. *Gen. Behav.*, 6: 1577-1590.
- Nwagbara, U. (2011), Career Choice and Development among Nigerian Women: A Review, *Journal of Women's Studies*, 2(1), 1-15.
- Okon, E. E. (2015). Career Development and Women's Empowerment in Nigeria. *International Journal of Social Science and Human Behaviour*,
- Osipow, H., and Gati, I., Krausz, M. (1996). The structure of the career decision-making difficulties questionnaire across 13 countries
- Oyaziwo, A. O. (2018). Factors Influencing Career Choice among Nigeria University Students. *Journal of Career Development*, 45 (5), 531-546.
- Quinter M., Edwards K., (2011). Factors Influencing Students Career Choices among Secondary School Students in Kisumu municipality, Kenya. *J. Emerg. Trends Educ. Res. Pol. Stu.*, 2: 81-87.
- Reeves, P., Edmunds, K.; Searles, A., and Wiggers, J. (2019). Economic Evaluations of Public Health Implementation Interventions. A systematic review and guideline for practice. *Public health*.
- Ryan, C., and Bauman, K. (2020). An Analysis of Variation in Human Capital Investment and Sectorial Wage Differentials for Women. *Open Journal of Business and Management*, 8 (4).
- Salami, O., (2006). Relationships of Emotion Intelligence and Self-Efficacy to Work Attitudes Among Secondary School Teachers in Southwest Nigeria. *Essays Edu.*, 20: 1-15.
- Sipow, H. (1999). Assessing Career indecision. *Journal of Vocational Behaviour* 55 91), 147-154.
- Stanarski, S. and Son hing, L. (2015). Gender Inequalities in the Workplace: The Effects of Organizational Structures, Processes Practices, and Decision. *Open Journal of Social Sciences*, 9 (14).
- Super, E. (1990). A life-span, life-space approach to career development. *Carrer choice and development*.
- Taylor, I., and Buku, K. (2006). Guidance and Counseling in Early Childhood Teacher Training. *American Journal of Educational Research*. Vol 4.
- Ugochukwu, N., and Ijeoma, I. (2013). The impact of job satisfaction on teachers' performance in the Ebonyi State of Nigeria. *African Educational Research Journal*, 1(3)

Vondracek, W. and Schulenberg, E. (1986). Career Development in Adolescence: some Conceptual and Intervention Issues. *Vocational Guidance Quarterly*, 34 (4).

Wendy, P. and Mahon, M. (2005). Children's Career Development: A research review from a learning perspective *Journal of Vocational Behaviour*.

Appendix I:

Sample Size Determination

$$n = \frac{X^2 NP (1-P)}{e^2 (N-P) + X^2 P (1-P)}$$

Where: n = Sample Size
 N = Population Size
 e = Acceptable error
 X² = Chi-square
 df = 1 and reliability level 95% (X² = 3.841)

$$\begin{aligned} \text{Therefore: } n &= \frac{3.841 \times 2,310 \times 0.5 (1-0.5)}{0.05^2 (2,310 - 1) + 3.841 \times 0.5 (1-0.5)} \\ &= \frac{2,218.1775}{0.05^2 (2,309 - 1) + 3.841 \times 0.5(1-0.5)} \\ &= \frac{2218.1775}{5.77725 + 0.9602} \\ &= \frac{2218.178}{6.733} \\ &= 329 \end{aligned}$$

Appendix II

Sample Distribution for the Study

S/N	Banks	Selected Branches	Selected Branches	No. of Female Staff	Total No. of Sample
1	Access Bank	i. Access Bank, Aka Rd ii. Access Bank, Gibbs Str. iii. Access Bank, W/Bassey Way iv. Access Bank, Banking Layout v. Access Bank, Abak Rd	Access Bank, Banking Layout	20	20
2	FIRST Bank	i. First Bank Abak Rd ii. First Bank Oron Rd iii. First Bank Aka Rd iv. First Bank, Banking Layout	First Bank, Oron Road	24	24
3	Heritage Bank	Heritage Bank, Aka Road	Heritage Bank, Aka Road	16	16
4	Fidelity Bank	Fidelity Bank, Abak Road	Fidelity Bank, Abak Road	17	17
5	Zenith Bank	i. Zenith Bank, Aka Rd ii. Zenith Bank Abak Rd iii. Zenith Bank, Oron Rd iv. Zenith Bank Banking Layout v. Zenith Bank, UNIUYO	Zenith Bank, Oron Rd	20	20
6	Schools	Selected schools	Location		
	i. Ikono Ibom Comprehensive Secondary School.	i. Ikono Ibom Comprehensive Secondary School.	Ikot Ayan Ikono	39	178
	ii. Community Commercial School.	ii. Community Commercial School.	Ikot Okubo Offot	35	
	iii. Community Secondary School.	iii. Community Secondary School.	Mbak Etoi	37	
	iv. Special Education Centre, Uyo.	iv. Special Education Centre, Uyo.	Mbiabong Etoi	24	
	v. Community Secondary School.	v. Community Secondary School.	Ikot Nsung Ikono	36	
7	Hospitals	Selected Hospital	Location		
	i. University of Uyo Teaching Hospital ii. St. Lukes Hospital iii. Specialists Hospital	University of Uyo Teaching Hospital	Abak road	492	54
	Total			329	329

Source: Fieldwork, 2024.