SOCIAL COMPETENCE, PEER ATTACHMENT AND CAREER DECISION MAKING AMONG UNIVERSITY STUDENTS

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CERTIFICATE

It is certified that M.Sc. dissertation on **"Social Competence, Peer Attachment and Career Decision Making among University Students"** by has been approved for submission.

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Ms. Arooj Mujeeb

(Supervisor)

Dedicated to

my Beloved Parents

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Acknowledgements

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Abstract

The present study examined the Social Competence, Peer Attachment and Career Decision among University Students University Students. Relationship of demographics were also analyzed. Data was collected from both public and private universities including Quaid-i-Azam University Islamabad(QAU), Islamic International University, Islamabad(IIUI), National University of Science and Technology(NUST), National University of Modern Languages (NUML), SZEBIST, Iqra University and Comsats University, Islamabad, including male (*n*=150) and female (*n*=150) students. Social Competence Scale (Smart & Sanson, 2003), Peer attachment scale (Armsden & Greenberg, 1987) and Career Decision scale (Jones, 1989) were used to collect data. Reliability of Social Competence Scale was .72, reliability of Peer attachment scale was .93 and reliability of Career Decision scale remained .76 in the research. Variables shows positive correlation. On gender differences female students scores significantly higher on trust and communication than male students. Students of private educational sector universities scored significantly higher on career decision making than students of public universities. On more friendly relationship participants showed more friendly relationship with friends on peer attachment total scale, trust and communication than parents. MSc student's scores significantly higher on trust than BS and Mphil/PhD students.

INTRODUCTION

Chapter 1

Introduction

Human beings must always live in form of groups in order to meet their needs for creating connections, having pleasant interactions, exchanging sentiments with others, learning about survival, and so on. As a result, people must engage and participate effectively. Sometimes a person may not feel like they are a member of the group. He may feel disconnected, left out, and lonely, and may withdraw from the vibrant and engaging life with other people, retreating to a corner of isolation. To be a part of a group, one must communicate or demonstrate effective skills and excellent abilities to survive among other individuals.

Humans are social animals who enjoy being among other people and being admired by them. People are elated when they receive favorable remarks about themselves from others. Social competency is a taught and socially accepted conduct that allow persons who can effectively connect to others in society, including parents as well as classmates. It is the capability to pursue individual goals while interacting with others.

Social competency can assist university students in feeling confident about themselves, which leads to social adjustment and, in turn, strong academic success. Students who are aware of their talents and learn how to implement them to use them for improving their social skills (Shoshani & Slone, 2012).

Throughout a person's life, there are only a few decisions that have the potential to greatly decide and alter the path of future life events. One of the most important decisions to make is one's career. It comes as no surprise that one of the primary issues affecting today's kids in their professional development experiences is job uncertainty (Osipow, 2006).

Choosing a career is an important milestone in the life of a student (Gati & Asher, 2001). Students' professional choices can help them meet their needs, values, and interests, and so improve their quality of life. A career is a life style concept that involves a sequence of work or leisure activities in which one engages throughout a life time. Careers are unique to each person and are dynamic, unfolding throughout life.

Social Competence

The social, behavioral, and cognitive abilities and behaviors that individuals require for successful social adaption are referred to as social competence in an adolescent's social competency.

Family structure, parenting style, social skills, communication skills, and self-confidence all play a part. Competence can be described broadly as a pattern of effective environmental adaptation or more precisely in terms of the context in which it is displayed, such as getting along with peers or engaging in socially appropriate behavior (Ford & Tisak, 1983).

Effective social abilities for managing social connections are referred to as social competency (Dodge, 1985). The achievement of relevant social goals in specific social contexts through acceptable means, resulting in certain developmental consequences, is referred to as social competence (Ford, 1982).

The efficacy or appropriateness with which an individual may respond to numerous adverse situations that face him (Goldfried & D'Zurilla, 1969). According to Attili (1989), Dodge (1986), and Strayer (1989), The capacity to fulfil personal goals in social interaction while maintaining positive connections with others through time and across contexts is referred to as social competency.

Without a question, social competence has become an essential personality characteristic for human growth and functioning. As adolescents get older, their social circle extends to include family, teachers, friends, and peer group. As a result, in order to handle their increasing and emerging social interactions, children will need to develop more refined and complex abilities smoothly. Adolescents are driven by a strong desire to be accepted by peer groups, and in order to get acceptance, adolescents engage in smoking and immoral actions that their parents and adults regard as maladaptive behaviors (Krosnick & Judd, 1982; West, 1982).

Extraversion, kindness, social influence, social openness, social appropriateness, social maladjustment, and social insight are all traits that may be found in people are all distinct characteristics of social competence, according to Schneider, Ackerman, and Kanfer (1996). The Big Five personality traits were found to be highly associated to all of these social competency aspects, while cognitive abilities were

found to be less so. There are many aspects of social competency, including social influence, social intelligence, and social memories (Kosmitzki & John, 1993). Conflict resolution skills, interpersonal skills, self-control/behavior management, social confidence, social initiative, assertiveness, social efficacy, and empathy/sympathy are important components of adolescent social competence (Newcomb & Bagwell, 1995).

In terms of emotional and social development of adolescents, social competency has emerged as an essential milestone. Adolescents with strong positive interpersonal skills, for example, are better able to adjust their social interactions with their parents, peers and teachers (Allen, Weissberg, & Hawkins, 1989). Adolescents who are adept at resolving disagreements are also more likely than those who aren't to build secure and meaningful connections with their peers (Chung & Asher, 1996).

Shyness and obedience of parents and other adults are also viewed as signs of competence in collective cultures and children who possess these competencies are appreciated and esteemed by their elders and parents (Chen, Rubin, & Li, 1997; Ho & Kang, 1984; Shujja & Malik, 2011). Social surroundings, child parenting techniques, parental culturally bound attitudes, and cultural beliefs are other cultural elements that may influence children's behaviour (Harkness & Super, 1995).

Social competence refers to an individual's ability to improve their social behavior based on existing social knowledge. Theory for social competency could become a social evolution driver (Taborsky, et al., 2012).

Social competence is a much debated topic in developmental psychology due to discrepancies in definition, methodological differences, situational and cultural differences, and, most crucially, progressive developmental changes. The association between age and competence skills and strategies is confirmed by Feldman and Dodge (1987).

Social competence appears to be linked to the concept of general intelligence since it can result in the consistent display of suitable flexible behavioral patterns across many social circumstances (Adkins-Regan, 2000). Performance on several cognitive activities in humans shows high positive relationships which suggests that persons who succeed at one cognitive ability are likely to excel at others as well (Burmeister, et al., 2008).

Characteristics essential for efficient social performance are implied in social competence. According to Osman (2001), social competence contains both verbal and non-verbal behaviors that are highly valued in society and are likely to produce an optimistic reaction from others. Childs social skills, social awareness, and self-confidence are included in social competence. The skills to comprehend others' feelings, recognize social indications, complex social circumstances, other person's motives, and objectives are further included in social competence. Welsh and Bierman (1998) stated that those adolescents are expected to be socially competent who have a wide range of social skills, understanding of society, and good social awareness. Understanding other's needs, showing sympathy, recognizing and appreciating other individuals' potencies, handling disagreements, and cooperating with others are the characteristics of these people. According to Bukowski (2003), being competent entails being able to struggle in the company of others.

The idea that social competence, like any other adaptive behaviour, is reliant on optimum behavioral norms is implausible, because its proximal processes will impose limitations and limits on flexible behavioral response (McGuire, et al., 1999). As a dynamic trait, social competence is based on the development of numerous social phenotypes from the same genotype, a process that is believed to occur from interactions between genetic, environmental, and epigenetic mechanisms that contribute to brain and behavioural plasticity (Irschick, et al., 2008).

The notion that social competence, like any other adaptive behavior, is founded on optimum behavioral principles is unworkable because its proximal processes impose limitations and limits on flexible behavioral response (McGuire. et al.,1999).

Theoretical background of social competence. In an early effort to divert clinical and developmental research emphasis away from deficit theories of mental health, and others pushed for empirical focus on individuals' performance in fulfilling social norms (Zigler & Phillips, 1961). Previously, social competence was generally described as an individual's "personal and social maturity" across different dimensions (Zigler & Phillips, 1961). Furthermore, many researchers emphasize the importance of placing "effectiveness" benchmarks within the parameters of both cultural and stage-specific development (Huston et al. 1994; Waters & Sroufe, 1983). For example, following a thorough examination on the construct of competence, "generally defined

developmental goals" such as peer acceptability, academic accomplishment, and the capacity to conform to conventional, social standards of behaviour can be used as indices of competence (Masten et al., 1995).

Bandura (1977) envisaged that adolescents will learn specific social behaviors from their friends and family such as how to provide emotional support, acquire compliance from others, or handle controversy according to social learning theory.

Previous study has been compromised by a failure to follow a holistic approach, with both psychologists and policymakers focusing solely on children's cognitive abilities, to the disadvantage of both primary prevention and the field as a whole (Zigler & Styfco, 1996). Researchers and evaluators have been reminded by multidimensional perspectives on social competence that child responds to a wide range of classroom requirements, includes demonstrating social and emotional maturity with teachers and peers, as well as an interest in learning and academic achievement. Education system is necessary to consider these many characteristics of competence when assessing the cost-effectiveness of intervention programs sparked renewed interest in identifying social competence (Zigler & Trickett, 1978).

However, in the last three decades, the concept of social competence has changed significantly. We believe that this paradigmatic change in social competence concepts is the sum of two important developments in the area (Zigler & Trickett, 1978). First, it has been determined whether various aspects of social competence, like educational performance and positive peer relationships, are significantly associated. Although these various dimensions of competence can be technically associated, they do not present a unitary phenomenon, according to a number of recent studies, there are relatively weak correlations among the various dimensions of competence. Empirical studies of older children's competence, on the other hand, indicate that every dimension is a liberating experience (Masten et al., 1995). While violent conduct, low academic achievement, and lack of popularity provide a full picture of aggressively rejected children, the psychological, emotional, and cognitive profiles of children who are common, average, or ignored by peers are more difficult to analyze. A peer-neglected youngster has also been proven to outperformed popular or average children intellectually and to exhibit higher levels of school motivation (Wentzel & Asher, 1995). Academic competency, social competence with peers, and actions of students

were only moderately associated (Masten et al., 1995). Surprisingly, the researchers discovered almost little correlation between peer social acceptance and academic attainment or conduct by adolescence. This conclusion is consistent with what other researchers in the field have discovered.

It is believed that recent advances in Developmental Psychology as a whole are to blame for the growth in social competence. There was a rise in research on children's social development during the 1980s and 1990s (witness, for example, the emergence of such journals as Social Cognition, and Social Development). Social competence has been broadened to encompass children's capacity to develop meaningful interactions with their parents, friends, siblings, and teachers, as there has been growing interest in their feelings, social cognitions, and attitudes (Garcia Coll et al., 1996). The developmental mechanisms that underpin children's engagement in these social connections have been revealed to be complicated, with multiple direct and indirect paths connecting children's developmental transitions from home to school (Spencer, 1990). Furthermore, several studies have said that in order to better discover, explain, and support pathways leading to excellent developmental outcomes for low-income and ethnic minority children, child development models must be placed within complex socioeconomic, racial, ethnic, and cultural contexts (Huston et al., 1994). This has prompted calls for a closer look at how social and emotional growth interventions can be used to demonstrate children's competence in these various ecological settings (Garcia Coll et al., 1996; Spencer, 1990). As a result of these changes in developmental psychology, social competence (as it is generally described in much of the developmental literature, it is restricted to the examination of children's interactions with their families, peers, and teachers and does not address broader issues of general adjustment or adaptability to social expectations.

Based on this narrower definition, we'll look at current research that has recorded and depicted children's social ties with others through their feelings, thoughts, and behavior. When addressing various notions of social competence. Gresham (1986) and Cavell (1990) create a helpful difference between social skills that the kid may employ in emotional, social, and cognitive domains and social performance, such as being seen as socially mature by teachers, parents, and classmates. In this part, we will look at three categories of abilities that young children have been proven to have in recent empirical investigations on social competence, emotion regulation skills, social

processing skills, and communicative behaviors. Then we look at a few metrics for evaluating young children's social success, such as how peers, parents, and teachers rate their actions. As we research these skills- and performance-based notions, we assess various measures of social competence for developmental appropriateness, psychometric utility, and the relevance of their application for children engaging in Head Start programs. Finally, we discuss how this more complete map might be paired with Zigler and Trickett's (1978) broader map of general adjustment to give potential new pathways for measuring children's competence across several developmental domains.

Some people use the phrase "social competence" to characterize a child's acceptability by his or her peers. In many ways, this is logical and sensible. Who better to assess a child's social adjustment and aptitude than the child's peers? For example, adult criteria of competence, according to Hubbard and Coie (1994), may be less perceptive, believable, and empirically dependable than information received from a child's peers. Peers may be able to evaluate a youngster in a range of ecological settings that adults may not be able to witness or consider (Pepler & Craig, 1995). The sociometric technique (Asher & Hymel, 1981) has long been a popular way of determining a child's social status among their peers. Typically, an adult experimenter interviews each kid and asks her to suggest three of her peers by answering questions such as "who are your three greatest friends?" and "who are the three youngsters you despise the most?" The summary rankings of social choice (when a kid obtains multiple positive nominations and few negative nominations) and social impacts on the peer group may then be determined using peer nominations (where a child is nominated frequently for both negative and positive dimensions) (Connoly & Doyle, 1981). Children that are purposefully disliked by their classmates can be separated from both common and neglected children.

According to the situation dependent approach to social competence, it is not the possession of any individual or any one conduct. The interaction between the individual and the situation in which the behavior occurs determines whether or not the behavior is a component. It arose as a result of suitable action and circumstance equivalency. According to certain ideas, social competence may be controlled by efficiently utilizing personal resources to create desirable results in a wide range of

social interactions. The effectiveness of every activity is, to some extent, dependent on its social setting (Bierman, 2004).

Peer Attachment

Attachments towards peers, parents act as the starting point. The adolescent's assessments of the positive and negative cognitive features of friendship relationships, specifically how effectively these figures acted as a form of psychological protection (Amsden & Greenberg, 1987). Peer attachment is linked to self-perceptions as well as observer's behaviour (Bretherton et al., 2008). Attachment literature emphasises the significance of attachment for psychological functioning and well-being (Kam et al., 2012).

While people establish and maintain peer relationships throughout their lives, peer interactions are especially important throughout adolescence, when young people begin to build deep friendships with people outside of their family structure (Allen, 2008). Adolescents' quest for autonomy involves an increasing psycho-emotional detachment from their parents, rearrangement of family relationships, and an increase in the developmental role of peer groups (Allen, 2007). Adolescents who have developed a secure attachment connection with their parents, combining the desire for autonomy with the need for emotional intimacy, are more likely to pass on secure attachment components to peers when approaching this role. Research has found that people who have stable relationships with their parents also have secure relationships with their close friends (Anderman, 2002). As a result, the beginning of mutual attachments to peers coincides with the end of complementary attachments to parents. Increased time spent with peers encourages mutual confiding, consoling, and reliance on peers as safe havens, setting the framework for attachment formation.

The majority of research on teenage peer attachment has been based on the work of Armsden and Greenberg (1987). The researchers suggested a three-dimensional analysis of adolescent parent and peer attachment. Trust, which is concerned with adolescents' perceptions that their parents and peers recognize and value their children's needs and wants. Communication, which is concerned with adolescents' perceptions of their parents and peers' sensitivity and responsiveness to their emotional states, as well as assessing the extent and quality of involvement and verbal communication with them; and Alienation, which is concerned with adolescents' feelings of isolation.

Attachment is considered to be a conceptual reflection of one's attachments and previous interactions in relationships. Peer attachment security may serve as a buffer against self-esteem fluctuations. In reality, people with stable attachment patterns may be better protected from the threat of rejection, whether real or imagined. Attachment bonds with parents and classmates, as well as a sense of belonging to the schools attended, have been found as major determinants of teenagers' psychological well-being (Armsden, 1987).

A persistent psychological connection between humans can be described as an attachment relationship (Bowlby, 1969). These attachments are developed between the individual and his or her primary caregiver when they are young. During puberty however, a transformation occurs in which the adult becomes less reliant on his or her parents and seeks more autonomy, allowing them to incorporate numerous linkages into their relationship (Steinberg, 2005). Well into young adulthood, adolescent's parental attachment is still in times of stress, a meaningful relationship with parents is yearned after (Arthur, 2002).

Many teens place a high priority on their connections with their parents and friends, as well as their sense of belonging at school. Research has begun to realize the impact of these interactions on mental health outcomes; more insecure attachments to parents are associated with more significant behavioral issues and aggressive behavior (Formoso et al., 2000; Laible et al., 2000), and an increased risk of experiencing mental problems including depressive and anxious symptomology (Goodman, 2001). On a more optimistic note, teenagers who have strong ties to their parent's exhibit more prosaically traits such as empathy and emotional awareness (Laible, Gustavo, & Roesch, 2004; Laible, 2007).

Peer attachment has an impact on mental health outcomes as well, with more insecure attachments associated with conduct-related difficulties such as delinquency (McElhaney et al., 2006), emotional difficulties such as heightened levels of depression (Nickerson & Nagle, 2005), and decreased empathy and prosocial behavior (Laible et al., 2000).

Adolescent mental health has been proven to be influenced by parental and peer bond as well as school connections. However, little is known about the relative importance of these variables in predicting various mental health outcomes. Only a few

researches have incorporated several attachment or connectivity connections in the same investigation, with the outcome being a mental health construct (Millings et al., 2012; Laible et al., 2000). The data suggest that parental bond, rather than school connectedness, is the most powerful predictor of depression (Shochet et al., 2008), and greater than peer attachment in determining behavioral issues (Formoso et al., 2000). Others, on the other hand, argue that, while parental and peer attachment both influence adolescent mental wellbeing, parental attachment is less significant than peer attachment (Laible et al., 2000).

Furthermore, Millings et al. (2012) emphasized that peer attachment is more essential than school connectivity in predicting poor mood in adolescence. During adolescence, people begin to shift their attachments away from their parents and toward their peers (Allen, 2008). Friendships grow more important and meaningful during adolescence with these relationships having a significant influence on later conduct (Wilkinson, 2008).

Theoretical background of peer attachment. Friendships are becoming more like attachment relationships as the value of trust and mutual self-disclosure grows during adolescence. Bowlby's (1969, 1988) attachment theory provides a persuasive framework for understanding the core of emotional relationships with people and the elements that shape them. Bowlby proposed that humans desire affiliation with others in order to alleviate emotional suffering, feel a sense of felt comfort (Shochet et al., 2008), and maintain closeness, which is linked to increased trust and assertiveness in social situations (Cohen, 1992). Furthermore, increased self-assurance increases the desire to learn more about one's surroundings (Govender et al., 2013) and encourages self-disclosure which makes it easier to form mutually caring attachment relationships (Millings et al., 2012). Peer attachment can provide a crucial self-esteem in a relationship.

Peer attachment types (or dimensions) reflect central, cognitions and others in relationships so they can have an impact on the degree to which individuals shape and sustain positive self-worth beliefs. To put it another way, peer attachment patterns and self-esteem are related in that they both impact a person's feeling of perceived secure (Scott et al., 2001).

According to the literature, securely connected individuals consider their peer relationships to be characterized by more social support, closeness, affection, dependable alliance, companionship, satisfaction, and less negative interaction, such as conflict and hostility, based on Armsden and Greenberg's (1987) conceptualization and measurement (Laible, 2007).

Attachment theory (Bowlby, 1969) states that the development of an internal working model in infancy will guide teenage activities in new and unpredictable circumstances, providing the framework for all future interactions (Bretherton & Munholland, 2008). Adolescents who are much confident in their commitment to one's parents are more likely to have additional stable attachment relationships in the future, such as with their classmates and schools. If attachments are preserved, it is plausible that parental attachment influences peer attachment and school connectivity, and that these connections are linked to mental health.

According to Wilkinson (2004), adolescents may have different levels of security in their attachment and connectedness relationships, and those who report weaker attachment with their parents may seek attachment from their peers (or even their school). According to some research, attachment organization can serve as a mediator in the association between present friendship quality and delinquency. For example, (Nickersonet al.,2006) Attachment organization was revealed to be a moderator in the association between present friendship quality and delinquency (Shochet et al. 2008), on the other hand, found no correlation between parental attachment and school connectedness and the ability to overcome depressive symptoms.

Career Decision Making

Career development challenges, notably career uncertainty, have received significant attention in university and college settings over the last decade, possibly as a result of retention concerns and a consistent growth in student enrollment. Professional choice making is a developmental process that appears to be critical at times of transition, such as during the university years, when someone is about to start on a new career path (Bubić & Ivanišević, 2016).

Career choices are the product of an incalculable amount of learning opportunities provided by interactions with the individuals, organizations, and activities in one's immediate environment. Decision making, according to Scott (1995), is "a method of creating choices through all feasible alternatives. In relation to Akkermans (2013), who proposed that career growth is made up of two key factors behavior and thinking, both of which are associated. According to Vertsberger (2015), focus is the shared practice of thought in relation to a goal, making it one of the most important factors to consider in career growth.

Adaptability in career decision-making refers to the ability to make career decisions after thoroughly analyzing all relevant details with no unnecessarily long delays to begin or exit the procedure (Gadassi et al., 2012). Considering recent findings to the concept of development in the professional decision-making process, the emphasis on the flexibility of specific elements of the decision-making profile rather than on a global style is particularly relevant based on this paradigm (Gati, Gadassi, Mashiah & Cohen, 2012). More detailed information collection, more analytic information analysis, a more internal locus of control, more time expended, lower levels of procrastination, a faster pace of making the final decision, less reliance on others, and a lower ability to satisfy others are all taken into account when developing the adaptive career decision-making profile (Gati & Levin, 2014). As a consequence, people who are more flexible engage in career decision-making, which leads to a more positive attitude toward career preparation and exploration, and are more satisfied with their choices (Vertsberger & Gati, 2015).

An individual's knowledge of their career decision-making flexibility provides a more nuanced picture of the client's demands since it demonstrates how he or she takes career decisions. This crucial information also stresses the significance of including professional decision-making-specific features into career management. The collected knowledge regarding the dimensions' adaptability may be precisely communicated to the client in order to educate them on professional decision-making, helping them to build better faith in their own abilities to attain their occupational objectives (Willner et al., 2015). Knowing a client's professional decision-making profile enables you to assist in decision-making and more sensitively personalize therapeutic techniques to the specific client (Gati et al., 2010). Knowing, for example, that a client is more conceptual than comprehensive in the knowledge-processing

aspect, or that the client is incapable of compromising, can influence how the counselor conveys information and interacts with the client (Gati & Levin, 2014).

Career decision-making is traditionally thought to be a logical process involving awareness, target assessment, discovery, engagement, implementation, and reassessment (Guyrdham & Tyler, 1992). A well-thought-out career choice inevitably contributes to significant potential professional outcomes. Individuals, on the other hand, can never be certain that a decision would be correct in the future, and even though they could regulate external variables, they would never be able to avoid internal changes (Sidiropoulou-Dimakakou, 1993). However, some people are more equipped to make professional selections than others. Betz, Klein, and Taylor (1996) believe that self-efficacy is an important aspect in choosing excellent job choices. In career decision-making, self-efficacy is dependent on one's self-concept, priorities, and job possibilities.

Career decision-making is linked to career adaptability skills as well as career decision-making self-efficacy. Career adaptability is a self-regulatory, transactional, and adaptive competency that allows people to deal with developmental activities such as career decision-making and current and future shifts in the workplace. This collection of skills facilitates change and smooth transitions during one's career (Rudolph, Lavigne, & Zacher, 2017). It is characterized by four Cs: control, curiosity, confidence and concern (Savickas & Porfeli, 2012). The adaptability dimension strongly aligns with career decision-making; "control" aligns with the adaptability dimension (Savickas, 2013). Individuals' need to exert some control over the world and the formation of their career matters is referred to as control. It reflects the desire of individuals to achieve goals in their professional growth and transitions in an aware, timely, and organized manner. Many people who have a strong feeling of control take more personal responsibility for their decisions and negotiate job transitions as their autonomy and trust in their own talents improve (Ebenehi, Rashid, & Bakar, 2016). Furthermore, individuals with limited number of career options for some purpose may analyze the limited number of options available to them and offer personal sense to their available options by exercising power (Savickas, 2013).

Career is a lifelong approach that is shaped holistically by continuous decision-making events. That is, decision-making is influenced by factors such as family power,

market forces, and social norms, as well as desires and characteristics (Savickas et al., 2009). As a result of this broader perspective, decisions that are appropriate in one context may become obsolete in another, necessitating a rethinking of the decision-making process and understanding of career throughout one's life. The challenge then becomes balancing expectations of choosing a single career with the reality of having multiple career identities over the course of a lifetime. Specifically, once we choose a route, we must then discuss switching or changing career directions, as well as potentially abandoning previous paths and goals (Katerina & Kaliris, 2018)

Theoretical background of career decision making. Di Fabio (1950) proposed the super self-concept theory of career growth in which he proposed that the correlation of psychology and trait-and-factor theory resulted in individual career development. As a result, career counselling is considered as a process that assists individuals in matching their abilities and other traits to accessible work opportunities. There is a necessity to recognize and foresee a professional path, according to this theory. He went on to clarify that when it comes to defining a career, it refers to the succession of professions, jobs, and positions undertaken over one's life.as well as 'pre-vocational' and 'post-vocational' practices. As a result, Super created a model to illustrate occupational maturity in people who go through a period of career transitions.

People make choices in different ways. The decision-making styles or techniques refer to the patterns of action or technique that each participant must adhere to the rules in order for their decision to have the greatest potential outcome e.g., rational, intuitive, and dependent (Argyropoulou, Sidiropoulou-Dimakakou, & Giannitsas, 2006). Previous research on career decision-making styles has mostly resulted in taxonomies based on the assumption that decision-making style is a rather constant personality attribute (Harren, 1979). The majority of studies in this discipline has focused on classifying people into "types" based on a single prominent attribute (Arroba, 1977). However, studies utilising such taxonomies to investigate individuals's decision-making have discovered that this technique may be insufficient for diagnosing people in a way that will assist them advance in their professional choices (Singh & Greenhaus, 2004).

Because of these complexities in decision-making, researchers are now referring to the style of career decisions as a "profile" to represent the large number of

variables that influence such a decision (Gati, Landman, Davidovitch, Asulin-Peretz, & Gadassi, 2010). Every person's profile is unique because each of us has a unique personality, and our thinking styles vary depending on the situation and circumstances. The term "profile" was coined to describe a person's personality traits as well as external factors that can be used to predict how they make decisions (Sidiropoulou-Dimakakou, Argyropoulou, & Drosos, 2011). In these circumstances, it shows that people use a variety of decision-making methods, driven by a combination of characteristics, as opposed to previously held views of a single dominant "form." This view, as expressed in such a complex method, gives more and more specific knowledge about how individuals make decisions (Willner, Gati, & Guan, 2015).

Wisdom is described by Peterson and Seligman (2004) as a cognitive orientation to the future, a sort of practical thinking and self-management that leads to the attainment of long-term goals. Wisdom is described as a cognitive orientation to the future, a type of practical thinking and self-management that helps to long-term goal attainment, and wisdom defined as a superior degree of intelligence and judgment that is used for the benefit of oneself and others. When we make a decision, it's easy to imagine relying on these assets. Open-mindedness and hopefulness, for example, have a less clear link to decision-making, but when broken down into such little pieces, they tend to be more advantageous to the process. As a result, open-mindedness can be deconstructed and explained as decision and logical thought, while future orientation is a key component of hopefulness. Resilience may also play vital role in decision-making when an individual or organization has suffered a major setback (Fair, 2014).

By offering insight into specific job and learning opportunities, career information, advice, and guidance seeks to ease transitions into and out of job and education. Career selections are difficult to make, and a range of circumstances might influence an individual's choices throughout their working life. The qualitative research and its analysis model are based on the findings of this literature review.

Due to a lack of complete knowledge and processing power, it has been determined that a human's capacity for rationality is constrained or bounded (Simon, 1955) Rather than opting for the best one, people would settle for a good one. That is a major topic for current study because, while behavioral biases derive from people's use of mental shortcuts to minimize the stress of difficult decision-making, they can lead to

people making systemic "errors" in their decisions (Dolan et al., 2010). In terms of career decisions, this may imply that people make choices that are not in their best interests. More study has been conducted on how individuals make decisions and choices. Based on extensive trials, researchers have produced ideas on rational intuitive decision-making, and a variety of these two system models exist (Epstein, 1994; Kahneman, 2003). Kahneman (2003) System 1 (automatic) and System 2 (cognitive) processing are defined. We are unaware of what the automated portion of our brain is doing, and System 1 has completed most of the information processing before System 2 begins. As a result, before we begin to consciously consider making a decision, we will rule out bits of information and alternatives. This is part of the evidence for the MINDSPACE paradigm, which summarizes behavioral effects and is commonly used by policymakers to view data using behavioral sciences as a prism (Dolan et al., 2010)

According to previous research, the decision-making process for a profession is not simple and logical, but rather a mix of intuitive and rational decision-making. Experiments have revealed that the logical mind was constructing reasons for why an unconscious mind's first decision was attractive in order to justify the specific choice (Blustein & Strohmer, 1987, Gazzaniga, 1985). A number of theories, including positive uncertainty, have been developed to account for this contradiction, as well as notions from limited rationality (Gelatt, 1989) or value extraction based on depth (Colozzi, 2003).

Unequal and dynamic relational experiences are still present in the workplace. Making a career choice is never purely a personal matter. Others' behaviors, whether they be bosses, administrators, admissions tutors, government officials, Trade Unions, coworkers, families, and friends, have a profound impact in every career sector. The tools (economic, cultural, and social) at one's disposal have a significant impact on one's ability to advance. Any career theory that ignores these nuanced and unequal power relationships is insufficient. Any hypothesis that suggests that an individual's career choice is made solely by him or her is also flawed (Colozzi, 2003).

Early career decision-making theories, such as Parsons' (1909) person-environment fit, would not have worked as a career theory, according to Hodkinson, because they did not rely on external stresses. Their key argument was that with the use of a battery of questionnaires and inventories, people and their various talents, attitudes,

and desires could be matched to employment. The jobs adviser's job was to conduct the test and then suggest appropriate careers. More nuanced typologies of characteristics and occupational profiles emerged in later versions of this form of theory (e.g. Holland, 1996). However, while most people choose occupations that were compatible with their interests, the connection between these choices and job satisfaction has been demonstrated to be poor (Tinsley, 2000). According to Arnold (2004), this mismatch is related to the expanding world of work, in which the sorts of employment and work circumstances for which job titles are insufficient descriptors become more important elements in people's career choices.

In a research, Foskett and Johnston (2010) employed network analysis to examine the job choices of persons who might have gone to college. They observed that key persons, such as family and friends, had a considerable impact on research participants (the influence of social norms and availability bias). Similarly, career counselling has been ineffective in motivating them to "overcome the conservatism latent in their networks." (Foskett and Johnston, 2010) and they couldn't imagine a life outside of their social circles. According to behavioural science, people will overweight knowledge that seems especially important to them because it comes from people they know, and that we then generalise from a limited number of personal examples (availability bias). In addition, data from more reliable sources, such as the jobs service in the Foskett and Johnston report is sometimes overlooked (2010). The results of Foskett and Johnston's network study are attributed to job advice arriving too late in a person's life and inadequate linkages between jobs and education.

Purcell et al. (2008) discovered that career ambitions and possible employability were important determinants in people choosing a course, especially for persons from low-income and disadvantaged backgrounds. Researchers have been investigating the role of parental attachment, parenting styles, and job choices. The role of self-efficacy in explaining gender variations in professional decision-making outcomes (Lease & Dahlbeck, 2009). According to studies, stable parental bonds encourage vocational decision-making, personal freedom, and higher degrees of job-related exploration (Eigen et al., 1987; Ketterson & Blustein, 1997) thus leading to more stable career decisions.

The concept of career adaptability has since gained a lot of traction, but Hirschi points out that there isn't a lot of agreement on exactly what it means: "whether it should be understood as a skill, resource, disposition, or personal preparedness"(Hirschi, 2012). As businesses delegate responsibility for career management to employees, self-directed career management, which includes not just career flexibility but also self-management and versatility, is becoming increasingly crucial (Kossek et al., 1998, Sullivan et al., 1998).

Most career counselling services in Europe, according to Sultana (2010), are relatively frontloaded (early in life) and presented in formally professionalized manners that consumers do not quickly identify as beneficial. For example, university students preferred informal relationships over official ones for advice. Because it focuses on work and prior career decisions, job-based career guidance is regarded to be considerably more relevant. (Sultana, 2010). For example, Wethington et al. (2004) investigated 'turning points' and major upheavals in people's lives. They observed that many people have a work-related turning point around the age of 30, meaning that there is a larger demand for career guidance around that age to assist them reconsider their prior professional decisions.

Relationship of Social Competence, Peer Attachment and Career Decision Making

Wolfe and Betz (2004) discovered that the quality of peer attachment relationships was related to both professional decision-making self-efficacy and career indecisiveness. Okubo, Yeh, Lin, Fujita, and Shea (2007) discovered that parents' academic and professional expectations impacted the career selections of Chinese children in their qualitative study. In their examination of the impacts of peers of origin on professional growth, Whiston and Keller (2004) stated that, throughout the lifetime, both peer and parent-related variables such as parents' employment, educational level, and family process variables such as warmth, support, attachment, and peer autonomy were shown to affect a broad variety of career dimensions. In line with these findings, Kotrlik and Harrison (1989) questioned 3858 Louisiana high school students who had impacted their professional decision-making process, and the results revealed that peers were the most influential, followed by grandparents, aunts, uncles, and siblings.

Researchers have investigated the impact of peer influence on career advancement in the career literature (Young, Friesen, & Pearson, 1988), career

selection (Bratcher, 1982), career exploration (Blustein, 1997), development of vocational interests (Turner & Lapan, 2002), development of vocational values (Lapan, Hinkelman, Adams, & Turner, 1999), career expectations (Paa & McWhirter, 2000), career orientation (O'Brien, Friedman, Tipton, & Linn, 2000). All of these concerns are, to some extent, connected to the professional decision-making process.

Hamamc and Hamurlu (2005) discovered that students whose peers had good opinions about assisting them in their job development had lower levels of career hesitation than those whose peers had negative attitudes about assisting them in their career development. Understanding the complexity of professional growth and career decision-making appears to require determining the effect of peers. In light of these research findings, the purpose of this study was to look at the profession choices of high school students in relation to their peer attachment levels.

Peer attachment has a large impact on children's social competency; consequently, it must be enhanced, particularly their attachment to their surroundings. It is critical to develop social talents in youngsters in order for them to acquire the required social competence. The role of peers is a supportive component for adolescence and adults in terms of the development of social abilities, and it has a significant impact on success in establishing social competence. The goal of this journal analysis is to look at how peer attachment affects children's emotional competence.

Social abilities/competencies are important for children, especially in terms of communication and cooperation. Individuals who have social abilities will be able to express themselves precisely as evidenced by the ability to adapt, greater self-confidence, high competence, ability to be relied on, positive attitude, trust in others, objectivity, and high openness. Conversely, when individuals lack social skills, they are proven to have poor adaptability, low self-confidence, fear, anxiety, low self-esteem, and turning to be closed individuals (Liu & Potenza, 2007).

Peer attachment is actively reinforced in early adolescence, and youngsters feel satisfied while engaging with peer groups. Some youngsters justify their opposition to their parents or society through friends who share their concerns and issues, and as a result, the degree of melancholy, sense of guilt, and anxiousness reduces. (Ju & Lee, 2018).

Rationale of the study

The present study is aimed to explore about social competence, peer attachment and career decision making among university students. Although social competence has been extensively researched, further research is required to define the situations and variances that may arise for university students. In particular, evaluation of social competence is necessary because social competence plays an essential role in reducing the signs of peer attachment and helps for a good career decision making.

Past literature reveals that most of the researches on social competence and peer attachment have been conducted in western culture. So, current study is having been designed to get understanding of career decision making, social competence and peer attachment on Pakistani individualistic culture. While exploring the literature, there is contradiction between various researches about relationship of career decision-making and peer attachment so this research aims to answer all the questions about social competence, peer attachment and decision making in the Pakistani context. This research is expected to contribute towards a better understanding of the ways how university student will be a good decision maker and how social competence and peer attachment is important.

A previous research identifies the relationship between these variables but there is a gap and not measure the relationship between peer attachment, social competence and career decision among university students. Many researchers conducted researches on social competence, peer attachment and decision making spread on youth but I want to conduct research social competence, peer attachment and career decision making together on university students. Peer attachment has been explored majorly in the domain of social psychology and less attention has been given to investigate its impact on career growth. Social competence is also supposed as an avertable contributor to the career decision making. The combine impact of social competence and peer attachment can also contribute to the developing techniques for career decision making and growth.

This study also intends to provide better clarity of how individuals make career decision by examining how individual's peer attachment impacts the influence of social competence on career decision making process.

METHOD

Chapter 2

Method

Objectives

Following were the objectives of the present study:

1. To find relationship among social competence, peer attachment, and career decision making among university students.
2. To demonstrate the relationship of demographic variables in relation to study variables.

Hypotheses

Following hypotheses have been formulated on the basis of existing literature:

1. Peer attachment will positively predict career decision making among university students.

2. Social competence will positively predict career decision making among university students.

3. Peer Attachment will positively predict social competence among university students.

4. Female students will score higher on career decision making as compared to male students.

5. Students in private universities will score higher on social competence, peer attachment and career decision making as compared to students in public universities.

Conceptual and Operational Definitions

Social competence. Social competence is described as the capacity to manage social interactions effectively. In other words, social competence is the capacity to get along with others, create and sustain intimate relationships, and respond to social situations in appropriate ways. Social competence refers to the social, emotional, cognitive, and behavioural abilities required for successful

social adaptation (Ames, 1984). Social competence also refers to the ability to consider another person's point of view on a situation, to learn from past experiences, and to apply that learning to changes in social interactions (Atkinson, 1974).

In present research social competence is operationalized as scores on Social Competence Scale where high score indicates high social competence. Social skills, social communication, and interpersonal communication are all examples of social competence (Blumenfeld, 1979).

Peer attachment. To become attached to someone, for whatever reason, and have them become a part of our lives. A safe peer attachment is characterized as a connection founded on trust, with the certainty that the other person would respect one's own wants and desires, and that she will understand and respond when we express our emotions (Blissett et al., 2006)

In present research social competence is operationalized as scores on peer attachment scale where high score indicates high peer attachment.

Career decision making. Making a career choice necessarily involves deep review of interests, talents, abilities, and values. An individual's decision-making talents refer to his ability to select the best course of action after carefully analyzing and evaluating the available options and the given circumstances (Entwisle et al., 1986).

In present research social competence is operationalized as scores on career decision making scale where high score indicates high career decision making.

Instruments

A sheet of demographic and three instruments are being used in the study.

Demographic Sheet. Demographics included in the study were age, gender, grade, degree enrolled, semester, program and university from which student belong.

Social Competence Scale. It is a 17 items questionnaire developed by Smart and Sanson (2003). The rating was done on a five point likert scale, varying from 1 (Never) to 5 (Always). High score indicates high social competence and low scores indicates low social competence of a student. Alpha reliability of this scale is .72. The maximum score on social competence sale is 85 and minimum score is 17.

Peer Attachment Scale. It is a 25 items questionnaire developed by Armsden and Greenberg (1987). The rating was done on a five point likert-type scale, varying from 1 (Never true) to 5 (Always true). High score indicates high peer attachment and low scores indicates low peer attachment of a student. Alpha reliability of this scale is .93. The maximum score on peer attachment sale is 125 and minimum score is 25.

Career Decision Making Scale. It is a 25 items questionnaire developed by Jones (1989). The rating was done through a five point Likert-type scale, varying from 1 (strongly disagree) to 5 (strongly agree). High score indicates high ability in decision making and low scores indicates low ability in decision making of a student. Alpha reliability of this scale is .76. The maximum score on academic motivation sale is 125 and minimum score is 25. This scale has three subscales of Decidedness, Comfort and Reasons for being undecided and rating done on a five point Likert-type scale for each subscale.

Sample

Sample consisted of 300 university students from Islamabad and Rawalpindi universities including Quaid-i-Azam University Islamabad, Islamic International University Islamabad, National University of Science and Technology, National University of Modern Languages, SZEBIST, Iqra University and Comsats University Islamabad. Data was acquired through convenient sampling. In order to be part of the research, individuals were required to be enrolled in university. University students in between age of 19-30 are included.

Table 1

Demographic Profile of Participants (N = 300)

Variables	*f*	%
Gender		
Male	109	36.3
Female	191	63.7
Marital status		
Single	265	88.3
Married	27	9.0
Divorce	2	.7
Other	6	2
Educational system		
Public	215	71.7
Private	85	28.3
Program		
BS	176	58.7
MSC	93	31.0
MS/PHD	31	10.3
More friendly		
Parents	131	43.7
Friends	112	37.3
Others	57	19.0

Procedure

Convenient sampling techniques were used for university students after permission was given to identify potential participants. Firstly, I design a Google form which included of consent form and then questionnaire. After that I personally guide every student that the purpose of my research and then I send link of my Google form and make sure that he is still student of university. They were first asked for consent, and then told to fill in the instruments. Guidance was provided to the participants in the case of any ambiguity. Confidentiality of

response was assured. I send link of my Google form to university students and tell them to fill it according to their personal experience and observation.

Instructions were provided in both written and vocal form, assisting respondents in properly filling out the questionnaire. After they had completely filled the questionnaire they were thanked for giving their precious time.

RESULTS

Chapter 3

Results

The current study sought to investigate the association between social competence, peer attachment, and career decision making. The differences in career decision making, peer attachment and social competence along demographics variables i-e., gender, age, and educational levels were assessed. The data was analyzed to test the hypothesis. Reliability was determine using Cronbach's alpha coefficient. Descriptive statistics shows the normality of data computed. Correlation was computed to find the relationship between variables. To find the mean difference *t*-test, regression and *ANOVA* was computed.

Table 2

Alpha Reliability Coefficients and Descriptive Statistics of Peer Attachment Scale, Social Competence Scale, and Career Decision Making Questionnaire Scale (N =300)

Scales	No. of Items	α	*M*	*SD*	Skewness	Kurtosis	Range Potential	Actual
SC	17	.86	63.56	10.24	-.95	1.90	17-85	24-84
CDM	25	.79	93.39	10.03	.44	.52	25-125	68-105
PA	25	.86	96.75	12.17	-.77	.19	25-125	57-119
TRU	10	.79	41.55	5.22	-.50	-.51	10-50	26-50
ALIEN	7	.64	24.59	3.10	-.07	.03	7-35	14-33
COMMU	8	.84	30.60	6.12	-.76	.00	8-40	13-40

Note. SC = Social competence; CDM = Career Decision Making; PA= Peer Attachment; TRU =Trust; ALIEN = Alienation; Commu = Communication; a=alpha reliability; M= mean; SD= standard deviation.

Table 2 indicates that psychometric properties of the scale used in present study. The Cronbach's value for all measures show satisfactory to high internal consistency of all the scales. Value of skewness and kurtosis are in acceptable range of -2 - +2.

Table 3

Correlation Matrix of all the Study Variables for the Sample of University Students (N=300)

		1	2	3	4	5	6
1	**SC**	-	.06	.64**	.57**	.32**	.62**
2	**CDM**		-	.15**	.02	.33**	0.11
3	**PA**			-	.91**	.52**	.94**
4	TRU				-	.25**	.83**
5	ALIEN					-	.31**
6	COMMU						-

Note. SC = Social competence; CDM = Career Decision Making; PA= Peer Attachment; TRU =Trust; Alien = Alienation; Commu = Communication.

Table 3 displays the correlation matrix of study variables of peer attachment, social competence and career decision making. Analysis indicates that social competence is significantly and positively correlated with peer attachment and its dimensions. Peer attachment is significantly and positively correlated with career decision making. Career decision making shows non-significant relation with social competence.

Table 4

Linear Regression Analysis Predicting Social Competence through Peer Attachment and Career Decision Making (N=300)

		Career Decision Making		
		Model 2		
	Model 1	*95%* CI		
Variables	*β*	*B*	*LL*	*UL*
(Constant)			61.04	81.16
Age	.05	.04	-.21	.41
Gender	.08	.09	-.24	2.47
MS	.04	.05	-.64	1.77
PRO	-.03	-.02	-1.24	.78
UNI	.11	.07	-.49	2.32
NBF	.12	.07	-.09	.40
SC		-.04	-.10	.05
TRU		-.21	-.45	-.00
ALIEN		.32	.37	.81
COMM		.18	-.02	.37
R^2	.03	.14		
ΔR^2		.10		
F	1.92	4.94		
ΔF		9.13		

Note. MS= Marital Status; PRO= Program; UNI= University; NBF= Number of best friends; SC = Social competence; CDM= Career Decision Making; TRU = Trust; ALIEN = Alienation; COMMU=Communication; CI = Confidential Interval; LL = Lower Limit; UL = Upper Limit; β = beta.

In table 4 It is observed from the result and analysis that all the variables that are included in the regression have beta value that show relatively less difference beta value show the direction of regression positive beta coefficient indicates that these variables are positively related career decision making and negative beta value mean that variables are negative related with career decision making. The value of R^2 3 percent predictor of this variable.

Gender Differences on Social Competence, Peer Attachment and Career Decision Making

To explore the gender base difference *t*-test was computed peer attachment, social competence and career decision making. Difference were found on gender which are shown in the following table.

Table 5

Gender Differences on Study Variables (N = 300)

Var.	Male (*n*= 109) M	SD	Female (*n*=191) M	SD	*t*	*p*	95% *CI* LL	UL	Cohen' *d*
SC	62.45	11.57	64.19	9.37	-1.41	.15	-4.15	.68	-
CDM	85.53	5.69	86.08	5.73	-.811	.41	-1.91	.79	-
PA	94.44	12.90	98.06	11.56	-2.49	.01	-6.46	-.76	-
TR	40.32	5.04	42.26	5.21	-3.13	.00	-3.15	-.72	.37
ALIEN	24.66	3.42	24.55	2.91	.283	.77	-.62	.83	-
COMM	29.46	6.58	31.24	5.76	-2.43	.01	-3.21	-.34	.28

Note. SC = Social competence; CDM= Career Decision Making; PA= Peer Attachment; TR = Trust; ALIEN = Alienation; COMM=Communication; M= mean; SD= standard deviation; LL= lower limit; UL= upper limit

Table 5 illustrates the results of independent sample *t*-test which reflects that female student score are higher on trust in peer attachment as compared to males. Moreover, in communication which females are significantly higher score on as compare to male. Result also indicates that no significant result on career decision making.

Table 6

Educational Sector Differences on Study Variables (N = 300)

| Variables | Private (*n*=215) | | Public (*n*=85) | | t | P | 95% CI | | Cohen's |
	M	*SD*	*M*	*SD*			*LL*	*UL*	*d*
SC	63.90	10.35	62.69	9.97	.924	.356	-1.37	3.79	-
CDM	85.44	5.80	84.98	5.37	-2.11	.035	-2.97	-.105	.27
PA	96.38	12.71	97.67	10.67	-2.49	.07	-6.46	-.76	-
TR	41.58	5.32	40.48	4.99	.155	.877	-1.21	1.42	-
ALIEN	24.42	3.22	23.02	2.73	-1.51	.131	-1.38	.18	-
COMMU	30.37	6.36	29.16	5.45	-1.00	.316	-2.33	.75	-

Note. SC = Social competence; CDM= Career Decision Making; PA= Peer Attachment; TR = Trust; ALIEN = Alienation; COMMU=Communication; M= mean; SD= standard deviation; LL= lower limit; UL= upper limit.

Table 6 illustrates that students from private sector universities have score higher on career decision making as compared to students from public sector. Results also indicates that there are non-significant differences between both groups on other study variables.

Table 7

Degree Enrolled in Subject Difference on Study Variables (N = 300)

Variables	Natural (n=186)	Biological (n=22)	Social (n=92)		
	M (SD)	M (SD)	M (SD)	F	P
SC	64.00 (9.61)	64.00 (9.96)	62.57 (11.52)	.61	.54
CDM	86.04 (5.92)	85.61 (3.10)	85.63 (5.78)	.18	.83
PA	97.46 (11.74)	96.81 (10.35)	95.28 (13.35)	.99	.37
TRU	42.05 (4.97)	40.72 (5.17)	40.75 (5.65)	2.23	.10
ALIEN	24.54 (3.09)	25.54 (2.77)	24.46 (3.18)	1.13	.32
COMM	30.87 (6.03)	30.54 (5.24)	30.06 (6.51)	.53	.58

Note. SC = Social competence; CDM= Career Decision Making; PA = Peer Attachment; TR = Trust; ALIEN = Alienation; COMMU=Communication

In table no 7, the results indicate that there are no significant differences among groups on all study variables.

Table 8

One Way ANOVA for More Friendly with all Study Variables (N= 300)

Variables	Parents (*n*=131) M (SD)	Friends (*n*=112) M (SD)	Both (*n*=57) M (SD)	F	P	I-j	D(I-j)	95 % Cl LL	UL
SC	62.86 (10.66)	63.10 (11.38)	64.87 (8.45)	1.13	.32				
CDM	86.00 (6.09)	84.69 (5.32)	86.79 (5.40)	3.03	.06				
PA	94.46 (13.08)	99.34 (10.36)	94.21 (9.90)	3.77	.01	1>3	-4.87	7.81	-1.93
TRU	40.91 (5.57)	42.85 (4.78)	41.25 (4.97)	3.72	.02	2>1 2>3	1.94 1.60	.49 .06	3.39 3.13
ALIEN	24.54 (3.37)	24.51 (2.78)	24.72 (3.02)	.12	.88				
COMM	29.51 (6.46)	31.63 (5.91)	31.10 (5.66)	3.51	.03	2>1	2.12	.42	3.82

Note. SC = Social competence, CDM= Career Decision Making, PA= Peer Attachment; TR = Trust, ALIEN = Alienation, COMMU=Communication

Table 8 illustrates the results that alienation and communication is higher among those who are closer with friends than those who are friendly with parents. Results also indicates that there are non-significant differences among groups on other study variables.

Table 9

One Way ANOVA analysis of Degree Programs in all Study Variables (N= 300)

Variables	BS (*n*=176) M (SD)	MSC (*n*=93) M (SD)	MS/PHD (*n*=31) M (SD)	F	P	I-j	D(I-j)	95 % Cl LL	UL
SC	62.52 (10.47)	65.02 (8.88)	64.52 (11.72)	1.97	.14				
CDM	85.78 (5.85)	85.98 (5.31)	86.04 (6.12)	.05	.94				
PA	96.64 (12.41)	98.09 (11.30)	95.57 (11.96)	3.00	.07				
TRU	41.42 (5.19)	42.40 (4.82)	39.23 (5.95)	3.72	.01	2>3 2>3 1>3	2.47 6.33 5.53	.02 2.05 1.32	4.92 10.60 9.75
ALIEN	24.58 (3.10)	24.58 (3.16)	24.64 (3.01)	.00	.99				
COMM	30.35 (6.10)	31.20 (5.88)	30.26 (6.39)	.64	.52				

Note. SC = Social competence, CDM= Career Decision Making, PA= Peer Attachment; TR = Trust, ALIEN = Alienation, COMMU=Communication

Table 9, results shows that trust is higher among MSC students as compared to BS, MS and PHD students. Results also indicates that there are non-significant differences among groups on other study variables.

DISCUSSION

Chapter 4

Discussion

The current study aimed to investigate the relationship among peer attachment, social competence, and career decision making of university students. The age range of the sample ranging from 19 to 30 years. In order to measure the study variables, three scales were used including Social Competence Scale (Smart & Sanson, 2003), Peer Attachment Scale (Armsden & Greenberg, 1987). Career Decision Making Scale (Jones, 1989). The study also aimed to explore the role of various demographic variables along with study variables. Demographic variables of the present study included gender, educational sector, enrolment in subject, friendly relationship and study programme. The sample was university students of Rawalpindi and Islamabad areas.

Reliability analysis of the instruments used for present research indicated that these instruments are reliable measures of variables in this study. Career Decision Making Scale had alpha reliability coefficient .78 whereas Social Competence Scale Questionnaire had Alpha reliability coefficient of .85 and Peer Attachment Scale had three subscales including trust, communication, and alienation whose alpha reliabilities were .72, .84 and .64 respectively. All the scales and subscales comes under the acceptable range which assured to administer such scales for the current study (Table 2).

In descriptive statistics, mean scores, actual and potential range, standard deviation, skewness and kurtosis of scales and subscales were calculated. The mean scores of participants were normally distributed. All measures that are used in present research are showing the value of skewness in acceptable range. The values of skewness and kurtosis of scales and subscales are between -2 to +2 which show that data is normally distributed.

First hypothesis of the study was that peer attachment will be positively related to social competence. The findings of the current study also revealed a positive relation between peer attachment and social competence. Thus, first hypothesis was proved. Findings from previous research also supported the current result that is; peer attachment is helpful in developing social competence (Cohn, 1990; East, 1991; Turner,

1991). As social competence had a significant positive relationship with peer attachment subscale, it also shows that there is non-significant relation between other study variables (See Table 3).

To explore significant predictors of career decision making linear regression was computed in the current study by controlling the effect of demographic variables. The results in the table demonstrated that age, gender, number of best friends, university status. marital status and communication predict positive direction and degree program, social competence scale and trust predict negative direction (see Table 3).

Regression analysis was used to determine which of the independent variables was predicting the dependent variable. Table 4 shows regression analysis which describes the effect of social competence and peer attachment on career decision making. Findings shows that the value of R^2 predicts 3 percent variance.

The current study indicated that female respondents scored higher on career decision making than males. Previous research backs up these findings, which show that girls were substantially more bonded to their peers than males. Claes (1992) discovered that whereas teenage boys and girls had the same number of peer ties, females were more strongly linked with their peers. Similarly, there is significant evidence that girls are more devoted to their peers than males (e.g., Gullone and Robinson 2005; Henrich et al. 2001; Nelis and Rae 2009; Richards et al. 2010; Sund and WichstrØm, 2002). More specifically, they display higher trust in their friends and a deeper communication with them (see table 5).

This study also aimed to study differences on study variables of students studying in private and public universities. The results showed that students of private universities scored higher as compared to students of public universities but non-significant differences were found, (see Table 6) According to past reviews (Super, Savickas, & Super, 1996), the reason could be that students coming to private universities belong to high socioeconomic status, and they used to adopt usually the same professions as their parents and thus they make high career aspirations while students studying in public universities usually come from low or middle socioeconomic class and thus cannot choose high careers because they have less financial resources. Results also showed non-significant results on peer attachment and social competence. According to past researches the reasons may be the low

socioeconomic background. A study of youngsters found that those who grew up in low-income families did not benefit from their parents' engagement in their career planning and faced more job decisions (Pautler, & Lewko, 1985).

The other findings of the study showed non-significant differences of major field of study on peer attachment and social competence. The results also indicated that field of study was non-significantly related to career decision making (Table 7). Students who were unsure have more difficulty choosing a professional selection in all process of career choices and also in career decision making. This finding is consistent with prior research, which revealed that students who were uncertain about a major were more undecided about their degrees or professions (Guerra, Braungart- Rieker, 1999, Orndorff, & Herr, 1996).

One-way *ANOVA* was run to find group differences among supporting relationship of father, mother, friends or both along variables. Table 8 illustrates that peer attachment is higher among those who are closer with friends than those who are friendly with parents. According to studies, youngsters become increasingly dependent on their peers for help (Furman & Buhrmester, 1992).

To find the group differences among different grades *ANOVA* was carried out. Results indicates that master's student score high on trust subscale of peer attachment (Table 9). Trust is an essential component of daily living. We make rapid decisions on whether to trust individuals, groups, or institutions based on our appraisal of the rewards and/or hazards involved with the possible relationship. The reason behind is that at master's stage students need relationships for their practical life so this age is crucial.

Conclusion

This study explored the relationship between social competence, peer attachment and career decision making among university students. In order to examine the relationship 300 university students from different universities were taken as a sample for the present study. The research focused on various hypotheses; which focused on the relationship of above mentioned study variables. A positive relationship has found between social competence, peer attachment and career decision making in university students. Social competence has a positive relationship with peer attachment. Peer attachment has a positive relationship with career decision making. Social competence has a positive relationship with career decision making.

Limitations and Suggestion

The current study included various limitations that should be noted.

1. Only students from the capital city were approached for the current study; more meaningful findings could be obtained if students from other provinces or cities were also included in the sample, and more variation could be found in the exploration of career decision making, peer attachment, and social competence of university students.

2. Because the field of career decision making, peer attachment, and social competence making has not been examined in Pakistan, the current study highlights the general need for more research in this area. There is a need to encourage researchers to investigate this critical topic, which has a significant impact on students' future life direction and success in a certain field.

3. The age range was restricted to university students aged 19 to 26, i.e. bachelors, masters, MPHIL, and PHD only. As a result, it is advised for future studies that the association of the study variables professional choice making, peer attachment, and social competence be researched with children and adolescents, including school-aged children and college students.

4. Attachment with peers, as well as attachment with parents, might be included in future studies.

Implications

This study may help mental health experts and social workers in providing community resources to students that create and include peer support schemas.

The research study gives a knowledge of social competence and career decision-making, and it is important to create counselling and educational programs based on career guidance and the development of social skills for university students in order to achieve this criterion.

In educational setup, we can guide teachers in training that how to help the students in career decision our how to help the students in career decision our how to peruse the career in future.

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APPENDICES

Informed Consent

I Ayesha Qayyum, research student of M.Sc. at National Institute of Psychology, Quaid-i-Azam University, Islamabad. I am conducting a research as per my degree requirement. The aim of my research is to know about Social Competence, Peer Attachment and Career Decision Making among University Students.

I request you to support my research by filling this questionnaire. Your participation and support will be highly appreciated. I assure you that the information provided by you will be kept confidential and will only be used for research purposes. You have full right to withdraw the provided informants at any stage of questionnaire administration. Please provide your consent through endorsing the signature in prescribed space.

Signature _____

Email: Ayeshaqayyum301@gmail.com

Demographics

Age _____

Gender

    a) Male

    b) Female

Grade_

Degree enrolled in subject of _____

Semester _____

Program

    a) BS

    b) MSc

    c) MS

    d) MPhil

Name of university

_____

Number of best friends

_____

More friendly with

    a. Mother

    b. Father

    c. Friends

Parental Education _____

Marital status_____(Single, Married, Divorced)

Social Competence
Scale.

Instructions: Please read each statement and mark the right option in space which best describeswhat you do, or how you feel.

Sr. No	statement	Never 1	Seldom 2	Sometimes 3	Often 4	Always 5
1.	I find it easy to make friends.					
2.	I try to understand how my friends feel when they are angry upset or sad.					
3.	I behave in a responsible way.					
4.	I can assert my opinion without fighting or arguing.					
5.	I invite others to join social activities.					
6.	I try to be a kind and caring person.					
7.	I am punctual in meeting task deadlines set by others.					
8.	I negotiate and compromise with people when we have disagreements.					
9	I initiate conversations in group.					
10.	People come to me to share their problems.					
11.	I fulfill my obligations.					
12.	I accept constructive criticism.					
13.	I am considered to be a leader.					
14.	I feel sorry for others when bad things happen.					
15.	I can be relied on to do things right.					
16.	I express my wishes clearly and give reasons for my actions and positions.					
17.	I show my concern for others when they experience difficulties.					

Peer attachment Scale.

Instructions: using the scale below, I will find out peer attachment at university level. Please read each statement and mark the right option in space which best describes what you do, or howyou feel.

Sr. No	Statement	Never true 1	Not very true 2	Sometimes True 3	Often true 4	Always true 5
1.	I like to get my friends point of view on things I am concerned about.					
2.	My friends can tell when when I'm upset about something.					
3.	When I discuss things, my friends care about my point of view.					
4.	Talking over my problems with friends makes me feel ashamed or foolish.					
5.	I wish I had different friends.					
6.	My friends understand me.					
7.	My friends encourage me to talk about my difficulties.					
8.	My friend accepts me as I am.					
9	I feel the need to be in touch with my friends most often.					
10.	My friends don't understand what I am going through these days.					
11.	I feel alone or apart when I am with my friends.					
12.	My friends listen to what I have to say.					
13	I feel my friends are good friends					
14.	My friends are fairly easy to talk to.					
15.	When I am angry about something my friends					

	try to be understand.					
16.	My friend helps me to understand myself better.					
17.	My friend care about how I am.					
18.	I feel angry with my friends.					
19	I can count on my friends when I need to get something off my chest.					
20.	I trust my friends.					
21.	My friends respect my feelings.					
22.	I get upset a lot more than my friends know about.					
23.	It seems as if my friends are so irritated with me for no reasons.					
24.	I can tell my friends about my problems and troubles.					
25.	If my friends know something is bothering me, they ask me about it.					

Career Decision Making Scale

Instructions: read each statement carefully and rate each items as to have much it, best describeyou're feeling about career decision making.

1= strongly disagree   **2= disagree**   **3= Neutral**   **4=Agree**   **5=strongly agree**

Sr. No	statement	1	2	3	4	5
1.	I wish I knew which occupations best fit my personality.					
2.	I need to have a clear idea of what my interests are.					
3.	I need to have a clear idea of my abilities, my abilities, my strength and weakness.					
4.	There are so many occupations that it is difficult to identify those that might be suitable.					
5.	I am unsure whether my interests, the things I enjoy doing, fit in which the activities requested for the jobs I am considering.					
6.	I wish I knew how my personality would fit with the people I am thinking about.					
7.	I need to learn a way to match my needs and abilities with possible occupations.					
8.	It is hard to make a choice because I cannot decide what I value most from an occupation (e.g making money, security, serving others)					
9	I feel unclear as to who I really m.					
10.	I do not know if I have the ability or talent required for some of the jobs in which I am interested.					
11.	I am concerned that I will make a mistake in					

	choosing my occupation.					
12.	I need information about the educational programs I want to enter.					
13.	I know what my interests and abilities are, but I am unsure how to find occupations that best match with me.					
14.	I don't feel know enough about the occupations that I am considering.					
15.	I am unclear about the education or training required for occupations in which I am interested.					
16.	I think there maybe a number of occupations that I do not know about that I should be considering.					
17.	I am an indecisive person; I delay deciding and have difficulty in making up my mind					
18	I frequently have difficulty making decisions for me.					
19.	I feel relieved if someone else makes a decision for me.					
20.	Other are pressuring me to make a vocational decision					
21.	My future work or career is not that important to me right now.					
22.	I don't need to make a vocational choice at this time.					
23.	I don't have strong interest in any occupational field.					
24.	I don't look forward to working in an occupation					
25	I seldom have any difficulties in making decisions.					

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Ayesha Qayyum
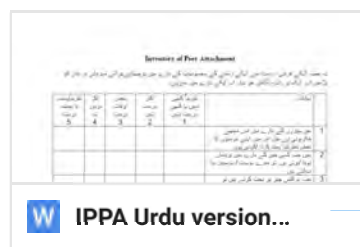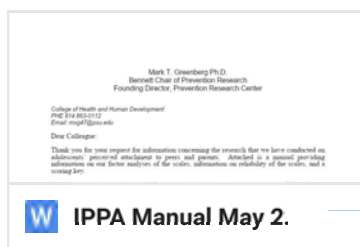Respected sir, I hope you are doing well. i am a student of M.Sc Psyc

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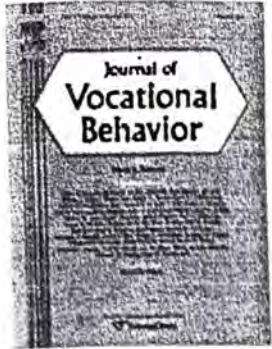to me

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Best wishes for a successful project,
Gay Armsden

2 Attachments

W **IPPA Manual May 2.**

W **IPPA Urdu version...**

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