

**Career Readiness, Career Search Efficacy and Contentment with Life
Among Final Year Students; Role of Job Search Anxiety**



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DEDICATION

*This thesis is dedicated to
MY FAMILY, FRIENDS
and SUPERVISOR
For always supporting me.*

Acknowledgments

In the name of Allah, The Most Beneficent, The Most Merciful

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Mr. Abu Turab Khan

ABSTRACT

Final year university students face the uncertainty as finding a job has become a challenge due to increased unemployment and reduced job opportunities. Students cannot adapt to appropriate careers due to lack of appropriate skills and inefficacy to search and secure a good job which affects their wellbeing. The purpose of conducting this study was to determine the relationship and impact of career readiness and career search efficacy with contentment with life and to explore the mediating role of job search anxiety between career readiness, career search efficacy and contentment with life among final year students. Study sample comprised of 350 final year students taken from a private and a public university in Islamabad with 178 students from private and 172 from public university, there were 192 males and 158 females, there were 115 students from engineering, 100 students from management and 135 students were from social sciences and 148 students were previously involved in job search and 202 students were not involved in job search before. For assessment, career readiness scale (Dodd et al. 2021), career search efficacy scale (Solberg et al., 1994), job search anxiety scale (Britton et al., 2019) and riverside life satisfaction scale (Margolis et al., 2018) were used. It was hypothesized that there will be a positive relationship between career readiness, career search efficacy and contentment with life, it was also hypothesized that career readiness and career search efficacy will be predicting contentment with life, moreover, job search anxiety will be playing a mediating role between career readiness, career search efficacy and contentment with life. It was also hypothesized that males will score higher upon career readiness, career search efficacy and lower upon job search anxiety than females. There will also be difference upon career readiness, career search efficacy, job search anxiety and contentment among the private and government university students and that difference will be found upon career readiness, search efficacy and job search anxiety among the students from different study disciplines (social sciences, management sciences and engineering). Results from the study demonstrated a significant positive relationship between career readiness, career search efficacy and contentment with life and these positively predicted the contentment with life among final year students. Results also demonstrated a significant mediating role of job search anxiety between career readiness, career search efficacy and contentment with life. Significant gender differences were found with males scoring higher upon

career readiness and career search efficacy and lower upon job search anxiety than females. Results showed no significant difference between students from public and private universities and results also revealed that engineering students significantly scored higher upon career readiness and career search efficacy than social sciences students. The study findings are of significant importance as it will contribute to literature body and will direct the universities, institutes and policy makers for higher education towards devising trainings and designing curriculum focused at making students ready for the future and career with respect to needs and demands of the modern times.

Keywords: Career Readiness, Career Search Efficacy, Job search anxiety, Contentment with life

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INTRODUCTION

1.1 Background of the study

One of the most significant decisions a person must make in his/her lifetime is selecting a meaningful and successful career that will allow him/her to reach his/her full potential and contribute to the community and knowledge. The transition from academia to the workforce is not simple. Students in the present day confront a number of obstacles, including market competitiveness and a rising unemployment rate (Labor Force Survey, 2016). Transition from university to work is an important part of creating job identity for graduated students. Some people tend to counter this time of change with confidence, while others feel doubt, insecurity, and hopelessness (Karavdic & Baumann, 2014).

It is among the most important things for university students to learn is how to choose a career path and plan for future. But thanks to modern technological advancements and innovations along with development of artificial intelligence and big data, the modern job market is changing quickly. These changes are making it harder for people to make emotional decisions about their careers (Saka et al., 2008). In addition, there is an increase in the prevalence of professional uncertainty and instability, and employment market conditions contribute to the development of psychological difficulties among Pakistani undergraduates (Kidwai & Sarwar, 2015).

1.2 Career Readiness in university and employment

Prior to entering the workforce, it has always been a requirement for undergraduates in their final year of study to equip themselves with a variety of skills. Students who are set to graduate must confront the difficulty of finding employment. According to Caballero and Walker (2010), the convergence of globalization with an aging population will result in severe shortage of employment. Hence, firms compete

globally to acquire competent, flexible, and multi-skilled personnel or employees (Meyer et al., 1998).

With a larger number of graduates and an increasing number each year, the demand and competition for jobs is also increasing, while the number of available positions is being reduced, prompting potential university graduates to compete for the available positions. Consequently, appropriate physical and mental preparation is highly vital, and this may be observed in the students' degree of work preparedness.

University is for career preparation where a future should be built through rigorous training (Austin, 1993). Contemporary undergraduate education blends academics with transferrable skills and integrates career aspirations, personal beliefs, talents, and abilities. Considering this, career development is a crucial stage in the life of a student, particularly an undergraduate, in terms of career planning, having a clear target and goal, identifying market demands and hurdles, and having essential knowledge and abilities of the field (Mahmud et al., 2020). Career development gives students with the psychological resources necessary to address issues, critical tasks, and transitions during their move from school to work (Savickas, 2005). Finding a job and making a career is essential for almost everyone at some point (Boswell et al., 2011). This is more relatable to university students as most of the students enroll and complete the university for making themselves more suitable for the job environment in order to get a reputable job and excel in desired career (Ballo et al., 2015).

Employers contend that although students are coming with qualifications of 4 years long degrees but still lack the necessary set of skills and requirements for being part of the workforce (Mattern et al., 2014). Also, employers claim that there is a skill gap between the demands on the labour force and worker ability levels. Hora et al. (2018) identified a number of variables that could affect the disparity. The first is that

firms lack skilled workers because higher education falls short in preparing students for particular industries. Second, he claimed that too many students are receiving degrees in fields like the arts and humanities that don't have a clear connection to industry. The policy of developing more programs for high demand industries is short-sighted, he concludes, because it never addresses the issue of “how to effectively prepare students for workplace settings through career preparation” (Hora et al., 2018).

Graduates from colleges and universities are a crucial resource for corporations seeking to recruit new staff, particularly major companies. The recruiting of these graduates has become an annual cycle and an important consideration amongst the policy for human resources (Caballero & Walker, 2010). Recent studies highlighted that work readiness is among the key factors that employers consider when recruiting graduates today (Caballero & Walker, 2010).

1.3 Need of Career Search Efficacy

Employers' focus on work-readiness when hiring new graduates shows how important it is to give undergraduate students the skills and self-control abilities that they need for successful job search. As these students get ready to join the workforce for the first time, they go through a goal-oriented process that includes different actions and steps, such as exploring career goals and values and actively looking for jobs. In this way, self-efficacy stands out as a key factor that helps new job seekers stay motivated and move through the job search process successfully (Van Hooft et al., 2013). People are more likely to work hard and be successful at their jobs if they believe in their own abilities and skills. So, developing self-efficacy in undergraduate students is a crucial part of getting them ready for the hiring process and helping them get jobs with big companies (Van Hooft et al., 2013).

Undergraduate students are those who will accept job for the first time in their lives, indicating that work readiness is a crucial subject to study. Seeking a job is seen as a self-regulated, goal-directed process with multiple steps. Those who are engaged in job search have to undergo these both behaviors (like researching potential career goals, values, and aptitudes) and active job search behaviours (like making a curriculum vitae and going for interviews with prospective employers) to set a job search goal. In line with this, new job seekers need self-regulatory tools, such as self-efficacy, to help them keep doing the things they need to do and reach their employment goals (Van Hooft et al., 2013). Research has shown that self-efficacy helps when looking for a job. Job seekers are more likely to work hard and succeed if they believe they have the abilities and skills to excel in their jobs (Liu et al., 2014).

Bandura (2012) work explaining that believe in oneself and being confident of the abilities has an impact upon our thinking and behavior. It was found that when someone has belief and rely upon his/her skills is motivated for higher goals and put in more effort to achieve them. This leads to greater satisfaction when a person achieves the desired outcome. Self-efficacy may also make it easier to deal with problems, stressful situations, or setbacks when looking for a job. So, people who study and work in career management domain are paying more attention to self-efficacy (Kanfer et al., 2001; Lent & Brown, 2013; Liu et al., 2014). Job seeking people having higher self-efficacy could act more efficiently in a self-regulatory process of job searching, which can be measured in terms of effort and intensity, the content of behaviors performed, and persistence. So, job seekers with higher self-efficacy may do better at things like figuring out their employment goals and dream jobs, being consistent in their actions (like acquiring information about a dream job or creating a good resume) and sticking

with these actions despite facing problems or setbacks (like a demanding interview or chance of being turned down) (Kanfer et al., 2001).

1.4 Employment and Job search anxiety

Chaudhary and Hamid (1998) found that not having sufficient and adequate financial resources and economic instability is major cause leading to increased unemployment. In Pakistan, system of education is par below standard. It doesn't plan for career growth, so it turns out people who don't know much about technology. Also, structural mismatch, the difference in rural and urban population, lacking experience, discrimination by province when it comes to jobs, imbalance in public sectors, political structures being inconsistent, uncertainty in law and order, terrorism along with economic policies are some of the main things that make it hard for both domestic and foreign investment to happen. Such rising rate of unemployment will eventually put young people in a lot of social and mental distress (Chaudhary & Hamid, 1998).

Normally portrayed as a biological stimulus that prepares the individual to take action in response to a potential threat of danger, anxiety is a distinct emotional state characterized by fear and anxiety that may or may not be accompanied with a clearly distinguishable stimulus (Aydin, 2017). University students experience high rates of anxiety, which is linked to harmful consequences on their psychological, social, and physiological well-being (Schneiderman et al., 2005). Negative effects of anxiety are substantial, and it is believed that anxiety may contribute to depressive symptoms in some people (Lee et al., 2003). Furthermore, unlike an individual event, the negative impacts of anxiety might cause a social outburst. Several studies have described the harmful impact of anxiety on people, including low self-esteem, disturbed sleeping patterns, poorer social skills, and an overall sense of failure (Pascoe et al., 2019; Shell & Buell, 2019; Young et al., 2019).

Research found that students who have finished under graduation think that their job is the best way to measure their success (Hwang & Park, 2015; Liu et al., 2014). But it's hard for youth to look for and find jobs, which means that more and more undergraduate students become unemployed after they finish their degree. In fact, university counseling center and Student Life Research institute have found stressed that student's anxiety and stress regarding work and career is very high (Ji & Han, 2016). Getting a job is important for college students who want to be financially independent, but it can be dangerous for the mental health of people who are anxious (Choe et al., 2013).

1.5 Fear of Unemployment and Job search anxiety

High unemployment and underemployment rates in graduates from university have been blamed on several things. First, it has been said that some employers might not want to hire people who don't have work experience (Oluwajodu et al., 2015). Increasing graduates has also made it harder for tertiary educated people to find jobs because they have to compete with more people for the same jobs. People have also said that the demand for or lack of demand for college graduates in certain fields is an issue. Because some jobs are unstable, not all of them may want to keep hiring new graduates. This means that many graduates may not be able to get the jobs they want. With the introduction and improvement of technology (like the development of artificial intelligence), experts have also said that many jobs, including those done by people with college degrees, may become useless (Oluwajodu et al., 2015). For these reasons, it seems unlikely that this will get easier to secure a job in near future, which could cause job search anxiety to rise.

1.6 Career and Satisfaction

Suh et al. (1998) found that people's cognitive evaluations of their life satisfaction are quite complicated. Because life satisfaction is hard to define and has many different meanings, there are many things that affect it (Erdogan et al., 2012). Even though issues regarding work and job are an important aspect of most people's lives, a recent review highlighted that effect of work domain on life satisfaction is under explored. Most studies only look at the peak stage of careers that people made. They don't look at the searching, preparation, and decision-making stages of career development (Erdogan et al., 2012).

Coming out of the university into the practical domain in life can be varying for the students with some of the students facing this with confidence whilst others encounter doubt, insecurity and hopelessness (Karavdic & Baumann, 2014). It was found that 87 percent of students have moderate to higher stress at such time in their lives (Pierceall & Keim, 2007). This stress leads to a lot of bad things, like anxiety, feeling alone, and having low self-confidence, which could be bad for their mental health (Eisenbarth, 2012). Lange (2013) emphasized that people's health and wellbeing are damaged by career uncertainty, which is a risk and a fear of being unemployed.

Research demonstrated that experience of career growth and development is an important way to help students at university level figure out their futures, deal with bad work situations, and, as a result, be satisfied with their lives (Santilli et al., 2017). Studies also suggested that college students which were certain with the goals and aims regarding careers were happier in their lives (Cabras & Mondo, 2017). From this point of view, it becomes important to look at how graduates face both the success as well as failure when they move from university to work.

1.7 Career Readiness

Career readiness is elaborated as the students should “understand their options and different paths to work, to plan the steps they need to take, and to get from where they are to where they want to go; be inspired about new opportunities they might not have known about (or that might not exist yet), or thought they could not achieve; understand their own knowledge and skills and how they can be used in the workplace; get, hold and progress in a job, whatever their age, ability or background; increase the amount they earn across their working lives; improve their well-being through doing a job they are good at and enjoy” (Dodd et al., 2021).

It refers to phenomenon that students should "understand their choices and different ways to get a job, plan every step they have to take in order and move from where they currently are to where they would like to be, be motivated by new possibilities they didn't know about (or didn't even know existed) or thought they could not do; no matter how old they are, get, keep, and move up in a job”. (Dodd et al., 2021).

Career readiness is an important aspect for students to help them succeed. Career readiness is the level of effort someone is willing to put out to achieve their professional objectives. According to a widespread phenomenon, many college graduates continue jobs that are unrelated to their academic backgrounds because they are unprepared to compete in the job market after completing their undergraduate degrees in specific subject (Febriani et al., 2022).

Preparing for a career refers to time when one should make clear career goals, turning vague ideas about jobs into clear ones by getting the right training and knowledge and making the move to job marketplace (Zunker, 2006). This can also help them feel more confident about their choice of major and job, which can help them reach their career goals more quickly. There are both mental and physical pre-requisites

that need to be done to get ready (Kim, 2007). So, career preparation behavior is a vital intellectual and practical step towards self-efficacy regarding career decision-making for concrete and practical changes in behavior to happen (Jeong & Kim, 2021).

Career-ready students have a way of interacting in the present that is proactive, resilient, and flexible. They use this way of interacting to move confidently towards independently defined career future potential that giving their lives meaning, purposefulness as well as satisfaction. They can see and plan for their futures because they have the education and abilities along with attitudes to do so (Gysbers & Lapan, 2009).

Career-ready students know how to take on different roles in their lives, such as learning and working. This means they understand how important it is to do well in university and graduate. This highlights that they have the necessary knowledge to make the most of the opportunities they have in hand or ones they would get in the future. Career-ready students also know that their lives change and grow in different places, like university and workplace. This highlights the behaviors and skills for getting along with other people that are needed to do well at work. "(a) social skills, b) skills for working with people from different backgrounds, c) good work habits, d) personal qualities, e) personality and emotional conditions, and f) entrepreneurship" are some of the skills and behaviors found to be important for career readiness (Gysbers & Lapan, 2009).

Students who are ready for a career know how life events either they were planned or are unplanned can affect them over the course of their lives. This highlights that they can think ahead about how said events might affect them and their plans for

their career. This also refers to their knowledge regarding how to plan, but they also know how to take advantage of opportunities that come up when they aren't expected.

1.8 Career Search Efficacy

Career search efficacy encompasses an individual's belief/expectations regarding their ability to perform, and succeed at performing, various career search related activities such as career explorations, job search activities and personal exploration (Solberg et al., 1994).

Career search efficacy is a person's beliefs and expectations about their ability to do and succeed at different activities related to their career search, such as career exploration, job search activities, and personal exploration (Solberg et al., 1994). Solberg et al. (1995) found that people with a higher sense of self-efficacy in their job search are more open to trying new things. People's confidence in their ability to find a job is their career search self-efficacy. It encompasses a person's belief in their ability to do things like exploring their own values and interests, talking to professionals, and going on job interviews successfully. Some research shows that a strong sense of self-efficacy in a career search leads to more career exploration (Solberg et al., 1995).

Most university students are confused and uncertain about their job search because of high unemployment rates, pressure at work, unpredictability in the workplace, and changes in job descriptions. However, some students are more optimistic and are more relying on their job search. So, it is important to explore what makes it hard for college students to look for jobs and what makes it easier for job search behavior (Fearon et al., 2018). Studies have shown that a high sense of self-efficacy in the job search has a direct effect on planning and doing things to find a job (Fort et al., 2011). Job search success for university graduates (e.g., getting hired, getting a good job) is important for a gradual shift from university to professional life

and for long, successful career success, since people who can achieve job search success are highly probable to see benefits throughout their careers (DiPrete & Eirich, 2006).

Job search includes complex self-regulation because job seekers constantly evaluate their progress (i.e., whether they are on track or getting off track) and use feedback about their progress to change how hard they are working to reach their goal (Lopez-Kidwell et al., 2013). Self-efficacy, which is defined as a job seeker's confidence in his or her ability to do tasks and reach goals successfully, is an important part of this process (Kanfer et al., 2001). Career Self-efficacy could be the link between evaluations of job search progress (or lack thereof) and changes in job search behavior in the future (i.e., effort invested in job search). Wanberg et al. (2010), for example, found that changes in how job seekers felt their job search was going were linked to changes in their employment efficacy. Wanberg et al. (2005) also found that job search self-efficacy was related to intensity with which someone looked for a job.

High career self-efficacy is usually shown by a person's confidence in their ability to do career-related tasks well, and the expectation of good results tends to drive further career exploration and decision-making (Betz & Vuyten, 1997). In a similar way, Betz and Klein (1996) found that students' career self-efficacy is linked to both global self-esteem and generalized self-efficacy. Low career self-efficacy, on the other hand, is linked to a lack of confidence in making career choices (Taylor & Betz, 1983). For example, Rivera et al. (2007) found that Hispanic university students who thought there were barriers to pursuing careers that were dominated by men chose careers that were dominated by women because they thought they were easier to get into. Better career self-efficacy, on the other hand, is linked to increased persistence in university (Sandler, 2000), sure of being successful at work, and having more career opportunities.

1.9 Job Search Anxiety

Saks and Ashforth (2000) reported job search anxiety as a type of anxiety that is specific to a person's feelings about their job search as a whole. Having an experience of unknown arising because of perception that there is lack of information at hand leads to state of uncertainty, which causes hindrance in ability of an individual to get prepared effectively for the future, hence making such individual more prone to the symptoms experienced during anxiety (Carlton et al., 2007; Choe et al., 2013). College students' anxiety about getting a job because there are more people looking for jobs and it takes longer to get ready for a job.

Changing how you look for a job is especially important if you've already tried and failed. How these job applicants respond and change how they look for work is likely to affect how their search turns out. Some job seekers might, for example, "go back to the drawing board," retrace their steps, and start over by planning and getting ready for a new search. Others might just "pound the pavement," work harder, and put more effort into what works best. Still, some people might lose hope, feel more and more anxious, and just give up. Making it unclear what job applicants are likely to do or if the things they do are likely to lead to jobs (Barber et al., 1994).

As explained by the emotional response model, job seekers feel a lot of stress and frustration, which "may cause searchers to increase, decrease, or change their search activities, no matter how useful those activities are." The feelings that follow can cause people to avoid, feel helpless, or pull away. Using the emotional response model, we can see that job-search anxiety is likely to increase in severity. The emotional response model says that job seekers will stop using informal job sources and slow down their job search because using them is stressful and requires social skills and a high sense of self-worth (Barber et al., 1994).

Youths in their twenties who are unemployed have worse mental health than those who are working. This is shown by higher rates of stress, anxiety, lack of self-identity, and lack of tendencies to get ready for work (Kim, 2012). Studies have shown that there is a strong positive link between young people being jobless and their mental health getting worse (Choi & Lee, 2014; Liu et al., 2014). A longitudinal study that looked into this topic found that unemployment was linked to neurotic complaints like depression, insomnia, poor concentration, and anxiety (Choi & Lee, 2014).

Anxiety of the future is a type of anxiety, like death anxiety and social anxiety. It is "a state of apprehension, fear, uncertainty, and fear of unwanted changes expected to happen in the future," according to Zaleski (1996). When a person is very anxious about the future, he or she may feel like something unreal is going to happen to him or her.

A sense of future anxiety can be caused by a lack of confidence in the future and negative thoughts about it, as well as a lack of self-competence and an inability to deal with negative reactions to future events (MacLeod et al., 1991). These factors all add to a person's sense of future anxiety. People feel powerless and anxious when they don't know what will happen in the future. This is especially true if they feel confused and unable to control their future. This makes it hard for them to think about and plan for the future, which makes them feel anxious about the future all the time (Karrie et al., 2000).

1.10 Life Contentment

This refers to a person's overall assessment of their life, including their relationships, their work, and their health, a person's belief that their life has meaning and that they are making a difference in the world and person's ability to manage

difficult situations and to maintain a positive outlook even when things are tough (Lavallo et al., 2007).

Contentment is an inner human experience that can't be separated from feeling of being satisfied, calm, and happy (Pearsall & Trumble, 1995). It's a way of being in the moment that you choose when you're feeling satisfied. It's not the same as being happy with cherished tasks or projects. "To be happy, you have to be who you are—neither more nor less." (Johnson & Ruhl, 1999).

Contentment refers to being happy with the things in your life, how you live your life and at where you stand in your life. It means accepting the way things are right now. It means being thankful for what you have and where you are in life. Contentment doesn't mean you don't want anything; it just means you're happy with what you have now and trust that whatever happens next will be for the best. Contentment gives you peace of mind and a positive attitude, which can help you grow and get better at yourself (Johnson & Ruhl, 1999).

When you are contented with your life, you feel satisfied with things you possess and with who you are. You don't compare yourself to others or wish your life was different. Instead, you feel like you're living a life you can be proud of. You're happy with who you are now, and you're grateful for all the chances and experiences you've had. Being contented with your life means you don't wish things might have been different or dislike how your life is going, are peaceful on the inside, give people around you love and thanks, you feel like you've found your calling, have changed as you've gone through life and dealt with challenges and look at your mistakes as chances to learn (Better up, 2022).

One of the many ways to conceptualize happiness is that a person is happy and contented with his/her life on the whole when a person is happy about specific things

or domains in life. This is known as a "bottom-up" approach. Andrews and Withey (1976) assert that part satisfactions relate to areas of life such as family and work, as well as characteristics of life such as its richness or uniqueness. In such a circumstance, the concept of what life is all about can be considered a component of a life evaluation. If you believe that life has meaning, you will be contented, whereas if you believe that life is meaningless, you will be less contented. Your cognitive satisfaction with that aspect of your life will depend on how well it satisfies your need for meaning, which can be influenced by your genes or your culture (Andrews & Whitney, 1976).

Being satisfied with life is more complicated than being happy. Still, sometimes the word is used the same way as happiness or well-being. Most people think of life happiness as how one feels about their life. So, it's not just about how happy someone is right now. Happiness, according to research, is more of an "immediate, in-the-moment experience; it's enjoyable, but it is not long lasting" (Gilbert, 2009). So, a healthy life includes times of happiness, but happiness alone might not be enough to make a life full and satisfying (Seligman, 2011). Research also shows that life satisfaction is more "stable and long-lived" than happiness and has a wider range of effects (Helliwell et al., 2017). Life happiness is often a measure of how we feel about our lives in general and how happy we are with how they are going (Boehm & Kubzansky, 2012). Research has shown that there are many different things that affect how happy you are with your life. Some of these areas could be job, relationships, family and friend relationships, personal growth, health, and other things (Veenhoven, 1996).

1.11 Rationale of the study

The aim of this research was to investigate and highlight the factors regarding future and successful career for the final year students. This study investigated the

feeling of contentment in form of satisfaction experienced by students in result of career readiness and career search efficacy. Final year students have to face the transition from study to work which is quite difficult and can affect the students. Final year students have to face many challenges regarding the field and future and there is a need to investigate and enhance the characteristics such as readiness and efficacy in terms of career and work-related domains in order to prepare student for fulfilling career (Lent et al., 1994). Certain principles such as career readiness and career search efficacy can help students easily follow the transition and excel in the career and work domain.

In context of Pakistan, being an underdeveloped country with large population, it faces the challenge of unemployment especially youth unemployment. With the growth in population and low GDP leading to lower job creation, the competition for the employment positions has increased and employers tend to seek the competitive and suitable ones for the respective positions. Another reason for the increase in youth unemployment is the lack of adequate education along with lack of appropriate skills preparation and information regarding their future and suitable employment places which lead to inability to search and find jobs after completion of education. Majority of the youth lacks appropriate access or information to access ways and people in form of mentors that lead them to acquiring meaningful work. Apart from this, the informal working sector in the country is dominating which has the opportunities with less pay, perks, and low job security. These sectors demand high of the workers and require specific skill set as they offer very low opportunities (News desk, 2023).

Indigenous research gap falls under two main factors that is covered in this research topic. First there is limited research using social cognitive career theory in Pakistan. This theory covers the work-related or career readiness factors and how person utilized the opportunities and opt better career for future success. People's

actions are heavily influenced by their perceptions of their own skills, which is where self-efficacy comes in. As a matter of fact, it shifts processes related to motivation, emotion, cognition, and selection in the direction of performance, which ultimately produces the intended outcomes (Bandura, 1997).

Second factor includes the limited use of study variables, as variables of career related or work-place factors including positive and negative factors are studied on organizational staff or employees working in public or private organizations (Zainab et al., 2012). The career planning for the fresh graduates or university passed new freshers is important for productivity of nation and personal career building process. The sample is unique in its way, as students of last semester are on the verge of completing the degree, in this way the research clarifies of how much they are involved in the process of career readiness. The sample has the tendency to explore more about the latest career programs related to their respective education field which then develops the concern for the career search and how they are efficient in the process of job search. The process of job search while being a part of educational institute constitute the feeling of anxiety related to job search which states the basic linkage between study variables as significant for the present research.

The research gap in context of measuring tools used in the test identify that the reliability of career readiness scale has not be established indigenously or internationally (Rodriguez & Lieber, 2020). This study gathers the information about the career readiness thus identify the scales' reliability of the sample of young adult age groups as can be applicable for the adult age group. The reliability of the scale is important in identify the scale measures what it tends to measure also consider as the basis to continue the research process using that scale. So, this research covers this gap and helps in establishing the reliability of career readiness scale which is consider as

the vital part of the psychometric properties of the scale and assessed what is used to assessed (Moana-Filho et al., 2017).

Life satisfaction is a big part of work and career domain. It's the most important thing in life after meeting basic needs, and it's made up of many other good things, like being socially active and in good health (Pavot & Diener, 2009). Work and organizational psychologists are starting to realize that life satisfaction is an important issue because it can have effects on your career and be affected by your career (Abele et al., 2016). Researchers think that career development might be related to how people feel about life in general based on what they've learned from previous studies (Rode, 2004). So, life satisfaction is both the goal of an individual and the goal of an organization.

Therefore, emphasis on career development and job search skills is necessary to ensure that students are equipped to face the challenges of the modern job market. Moreover, life satisfaction is significantly affected by work and career, and achieving contentment in life is a crucial goal for both individuals and organizations. Thus, developing self-efficacy in job searching and imparting career readiness skills can lead to proactive, resilient, and flexible graduates who are capable of making the most of their opportunities. Overall, enhancing the career readiness of undergraduate students can lead to better job prospects, increased life satisfaction, and a positive impact on the economy.

The increase in knowledge regarding the new trends and demands and awareness of the job market can help the students to explore and secure the job. Apart from the knowledge skills such as searching for jobs, having eye catching resume, good communication and presentation skills, good interview skills and most importantly, having self-awareness and recognition regarding potential can help students explore

and decide the right path and become an efficient contributor to the field of interest. With the appropriate skills, knowledge and training, students can overcome the challenges and uncertainties of job market which have the negative impact upon the wellbeing of the students and graduates (Kim, 2012).

1.12 Problem Statement

Career is a crucial aspect in the life of an individual. Students, especially final-year students face increased competition, challenges, unemployment and uncertainty regarding career and jobs (Kidwai & Sarwar, 2015) which in result are affecting the wellbeing and satisfaction of the students (Lin, 2008). In present study, career readiness, career search efficacy, and job search anxiety in connection to final-year students' contentment with life were investigated among the students from the final year in Bachelors.

1.13 Research Questions

- To investigate the relationship between the career readiness, career search efficacy and contentment among the final year students.
- What will be the role of job search anxiety in the relationship of career readiness and career search efficacy with contentment among the final year students?
- What will be the differences and relationships between career readiness, career search efficacy and job anxiety among final year students on demographic variables including gender, socio-economic status, career major?
- What will be differences upon previous involvement and current involvement in job search among final year students?

1.14 Objectives of the study

- To investigate the relationship between career readiness, career search efficacy, contentment and job anxiety among the final year students.
- To investigate the role of job search anxiety in establishing the relationship between career readiness, career search efficacy and contentment among the final year students.
- To investigate the differences and relationship of study variables among final year students and demographic variables (gender, socio-economic status, career major and previous involvement in job search).
- To investigate the differences upon previous and current involvement in job search by final year students.

1.15 Significance of the Study

It is the dilemma for a student to select and choose an appropriate career in the modern times with rapid uncertainty prevailing amongst the university students regarding appropriate job and future due to the increasing unemployment and reduced job opportunities. University students face this opting of appropriate career as a daunting task due to lack of appropriate skills. The new students then face difficulties in finding and adapting to the job requirements in their careers. Many Pakistani students are unaware of the strengths and weaknesses regarding career and future and there is also a major lack of career counseling and guidance services, and students have to blindly rely upon advice of elders and people who are unaware of the current needs and challenges of the fields. There is an increase in unemployment and due to the economic instability, number of new jobs and placements is low. Private sector in Pakistan is providing opportunities but they demand specific skill set and expertise. With this and

increasing competition, students require pre-hand knowledge and attributes to explore, secure and excel in careers.

This study will be important in highlighting the role and need of career readiness, career search efficacy in terms of successful career and contentment of the final year students. Fewer indigenous literature is available investigating career readiness, career search efficacy, job search anxiety and contentment in final year students. This study identifies the factors that need to be addressed to make the students ready for the career and future with proper skills. The study will also be helpful for university policy makers, faculty and curriculum planners to make students ready and available for these necessary skills. This study will direct the universities and institutes to provide trainings, experience, exposure and instill skills regarding the future. It will be highlighted that there should be effective career counseling and guidance services, personality grooming along with practical experience and skills.

1.16 Theoretical Framework

1.16.1 Social Cognitive Career Theory (SCCT)

Social cognitive career theory, or "SCCT" is one of the more recent career theories. It helps us understand how people decide what they want to do with their lives, how they choose their educational pursuits and jobs, and how they perform at university and/or work (Lent et al., 1994). Bandura's (1997) social cognitive theory says that self-efficacy beliefs are a major self-regulatory attribute that individuals can employ to interact well with the outside world and reach their goals. Self-efficacy is a big factor in how people act because it is about how people feel about their own abilities to do things. In fact, it moves motivational, emotional, cognitive, and selection processes toward performance, which lead to desired results (Bandura, 1997).

SCCT considers self-efficacy as the primary individual factor that impacts one's career and academic interest, choice, and performance. Self-efficacy refers to an individual's belief in their capability to complete task-specific activities successfully. It influences the selection of activities and career paths an individual pursues, as well as their level of effort and persistence in reaching goals. Individuals with high self-efficacy are more likely to engage in challenging activities and exert effort to overcome difficulties. People with low self-efficacy tend to avoid challenging tasks and underperform when they are faced with challenges (Bandura, 1997; Lent et al., 1994).

In addition to self-efficacy, outcome expectations play a crucial role in shaping individuals' career and academic choices. Outcome expectations refer to the belief that a particular action will lead to a specific outcome. Individuals rely on the expectation of desired outcomes to guide their decision-making process and motivate them to pursue activities that lead to favourable results. For instance, students may choose to register themselves in a particular course based on their belief in its relevance to their desired career path. Similarly, individuals may elect to apply for a job based on their expectation of salary and career prospects (Lent et al., 1994; Bandura, 1997).

Personal goals are the third aspect of SCCT that impact an individual's career and academic interest, choice, and performance. Personal goals are essentially the end-point individuals strive for in their educational and career pursuits, such as the desire for job security, high salary, or job satisfaction. Personal goals intersect with self-efficacy and outcome expectations to influence individuals' choices. For example, a student who aspires to become an architect may get enrolled in mathematics courses since they believe it will help them achieve their desired goal (Lent et al., 1994).

Contextual factors such as social support and cultural norms significantly influence individuals' career and academic interest, choice, and performance. Social

support includes interactions with family, peers, and teachers through which individuals gain information that shapes their future decisions. For instance, students of different social backgrounds may be influenced by family members and peers to pursue different career paths based on their belief of what fields are "appropriate" for individuals of their race or gender. Cultural norms also shape individuals' interest and values related to their career choice. For instance, women who belong to specific cultures may believe that their primary role is to raise families, limiting their opportunities to choose a career path (Lent et al., 1994).

As with many career theories, though, most of the study done so far has focused on people who are going to college, are in college, or have a college degree. This theory by Lent et al., was thought of as a development of Bandura's (1986) social cognitive theory, which says that psychosocial functioning is affected by how forces from the outside and the inside interact. In this theory, Lent et al. went beyond Bandura's work and only looked at how people grow and change in the setting of their careers.

Lent et al. also used the work of Hackett and Betz (1981), which was the first time that the idea of self-efficacy was seen as a key factor in career growth. Lent et al. (1994) say that the theory is based on three basic principles of social cognition that have to do with job development: self-efficacy, outcome expectations, and goal setting. In particular, the three basic SCCT models were made to help people understand how (a) career and academic interests are formed, (b) career choices are made, and (c) career success outcomes are attained (Lent et al., 1994).

1.16.2 Social Cognitive Career Theory Satisfaction Model

As a multi-stage, prominent career model, the social cognitive career theory (SCCT) has shown to be a complete way to explain how different people build their careers in different ways. Studies (Bryan-Winston et al., 2010; Lent et al., 2010;

Vondracek et al., 2019) have always found strong links between the predictor constructs in the SCCT and life happiness. A study confirmed that SCCT is "the most important theory in career development" and that it gives scholars a powerful way to make sense of things. The idea is that social-cognitive factors and human traits, as well as measurable success in other areas of life, should be expected to lead to life happiness (Lent, 2004). Self-efficacy (SE), outcome expectations (OEs), goal progress (GP), personality traits (PTs), domain satisfaction (DS), and environmental supports (ESs) are also predictors of life happiness that are part of the SCCT satisfaction model. In the setting of the transition from college to work, previous studies found that life satisfaction was strongly linked to domain satisfaction. This suggests that life satisfaction should be used as an outcome construct (Blustein, 2008).

This concludes that SCCT can offer a usable pattern for comprehending and predicting life satisfaction and designing interventions to satisfy students in their university-to-work transition. Overall, SCCT can provide a framework for understanding how various factors such as self-efficacy, outcome expectations, personality traits, and environmental supports can affect life satisfaction.

The meta-analytic review completed in Malaysia focused on model that highlights the factors affecting the life satisfaction of the students. They analyzed the literature and concluded that SCCT variables are predictors of satisfaction. Findings demonstrated that the new model shows a satisfactory fit as compared to the original SCCT (Mohd Rasti & Ahrari, 2020).

A recent study conducted upon adolescents in Israel also highlighted the applicability of SCCT's satisfaction model to the adolescents signifying the importance of future career related aspects in terms of life satisfaction (Ran & Cinamon, 2022).

1.17 Conceptual Framework

Figure 1

This figure shows the relationship between career readiness and contentment with life with a mediating role of job search anxiety.

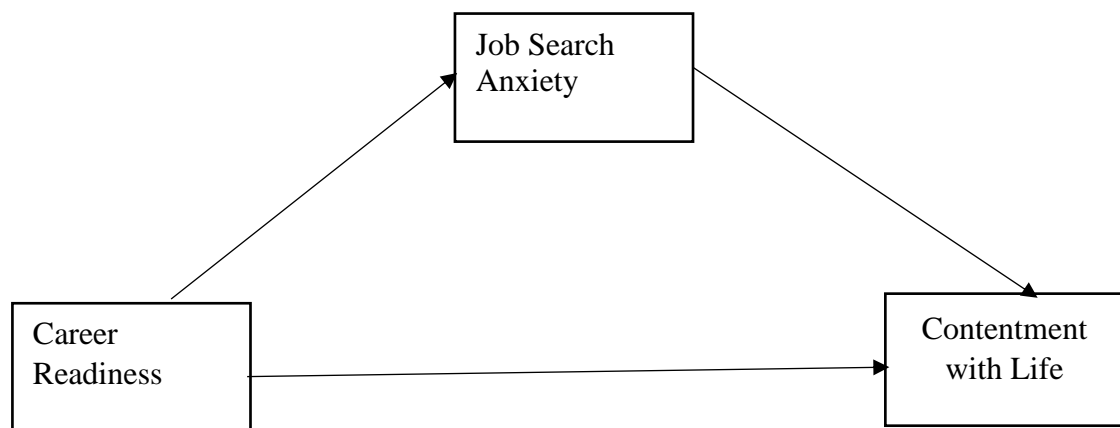
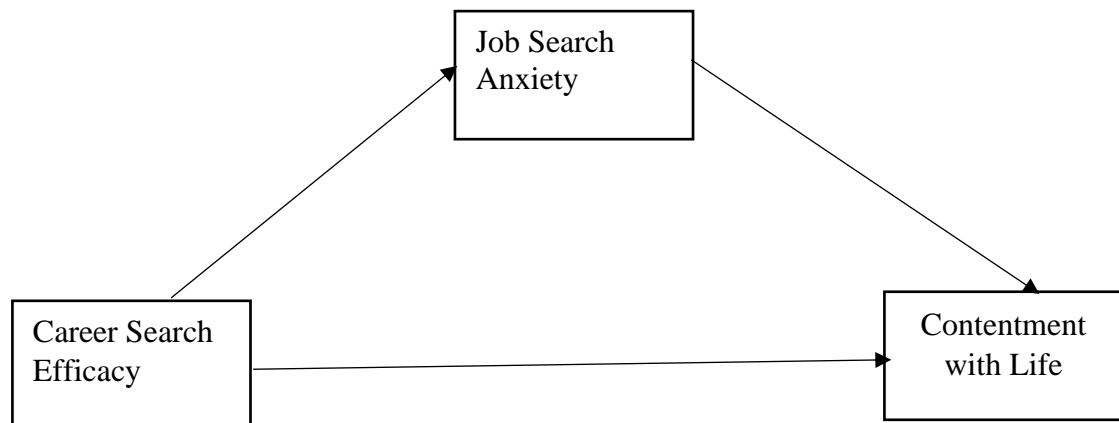


Figure 2

This figure shows the relationship between career search efficacy and contentment with life with a mediating role of job search anxiety.



CHAPTER 2**LITERATURE REVIEW**

A study focused on conceptualizing job search anxiety as a context specific form of anxiety relating to how a person feels about conducting a job search in its entirety. Present study has used the notion to understand Job Search anxiety. Characteristics of this anxiety can be described by feelings such as nervousness towards finding a job, being worried about finding a job, and feeling tense about having to find a job (Saks & Ashforth, 2000).

Tasks relating to searching for a job can result in the emotional arousal of anxiety within a person. The reasons as to why this process may be characterized as emotionally arousing are plentiful. It has been suggested that searching for job openings, having the ability to market your skills to potential employers, and finding relevant information within the field of desired employment all make the act of seeking employment anxiety inducing (Lin, 2008).

Students especially fresh graduates revealed that modern day students are beginning to view their academic qualifications as less influential regarding their employability, primarily due to the perceived competitive nature of the job searching sphere within the student population resulting in the development of distress and anxiety regarding the job search (Harry et al., 2018).

Psychological impact that the school to work transition holds in the life of student affecting their wellbeing in terms of satisfaction. The study sample comprised of the university students who were in their last year of the study. Findings from the study demonstrated that the career adaptability and professional readiness act as protective factors for wellbeing of person enabling coping with the changing market conditions in terms of employment (Magnano et al., 2021).

The association between future work self, and life satisfaction with career adaptability and academic self-efficacy acting as mediators. The study was conducted upon the vocational students. There is a positive relationship between career adaptability, academic self-efficacy and life satisfaction. Moreover, clear future work self leads to greater adaptability and efficacy leading to higher life satisfaction (Zeng et al., 2022). Similar study exploring the role of meaning in life and satisfaction with life in career decision making self-efficacy. Revelations from the study showed that there was a positive relationship between meaning in life as well as satisfaction with life and career decision making self-efficacy. Moreover, these were also found to be significant predictors of career decision making self-efficacy (Sari, 2017).

Searching for a job can be a psychological challenge. Paul and Moser (2009) specifically looked at the relationship between unemployment and mental health, where 237 cross-studies and 87 longitudinal studies were analysed. People who are not employed and are searching for employment are more likely to experience psychological issues such as increased anxiety and depression in comparison to persons that are employed. University graduates indicate an increase in mental health scores once they have successfully navigated the act of a job search and have found employment (Paul & Moser, 2009).

Being more anxious and uncertain to take any decisive action is an indication of lower career readiness. Comparison was made amongst males and females, female undergraduates experienced lower career readiness and demonstrated higher requirement of career related information because they were anxious more and were indecisive regarding career related decisions (Mansor & Tan, 2009).

Social cognitive theory of careers and the job decision self-efficacy model is important to understand being career ready among the athletes with focus upon gender

differences. There were distinct differences between men and women in how career-ready college athletes thought they were. Female college athletes showed lower levels of job-related skills, less confidence in their ability to solve problems, higher levels of general indecision about career choice, and a greater need to know themselves (Parietti et al., 2016).

How college students feel about looking for a job including general attributes, anxiety about looking for a job, and planning for the job and what they do to get ready for it. Students in health science were more worried about getting a job than those in social science. The same effects were seen in health science and social science when it came to how well people prepared for jobs (Kim et al., 2022).

Unemployment among the youth in their twenties affected their mental health, including more worry, anxiety, confusion about who they are, and a lack of job preparation (Kim, 2012; Lee & Kang, 2011). Research done in the past has shown that there is a link between youth unemployment and a decline in mental health (Choi & Lee, 2014; Liu et al., 2014). A study that looked at people over time found that unemployment was linked to neurotic problems like depression, insomnia, poor focus, and anxiety (Choi & Lee, 2014). Since a university student's career path and job performance depend on who they are as a person, their family's socioeconomic background, and the school they go to, they are put in a social environment where they must choose a college with a good reputation for an entrance exam (Jang & Kyoung, 2013).

According to a study, college graduates who are in their first year of college think that their job shows how successful they are (Hwang & Park 2015; Liu et al., 2014). But it is hard for young people to find jobs, which means that more and more college students become unemployed after they finish their course (Ji & Han, 2016). In

fact, the university counselling centre and the student life research institute have found that their anxiety and stress about work are quite high (Ji & Han, 2016). Getting a job is important for college students who want to be financially independent, but it can be dangerous for the mental health of worried people (Choe et al., 2013). College students feel anxious about finding a job because they must compete for jobs and have to prepare for them for longer. Several studies show that many students spend a lot of time looking for jobs on job search sites and the internet and getting advice about jobs (Hwang & Park, 2015; Ji & Han, 2015; Lee & Kim, 2004).

Readiness for work can be different based upon the gender. Final year students from the public sector university where the work readiness among both males and females were explored. Results from the study showed that students were found to be work ready upon all domains except self-view. Findings also revealed that males are more work ready as compared to females (Alias et al., 2022).

Perception of students regarding career readiness can be affected due to the resources and facilities provided at the institute. Approach utilized was mixed method with sample of final year students from a four-year program. Students reported being career ready and students who utilized the services provided at the institute were more confident in their skill of being career ready as compared to those who did not utilize these services (Miller, 2019).

Readiness for work along with the ability to make good decisions enhanced the capabilities of the students to explore the depth in career choices. Malaysian universities of private sector were approached for the study that focused on review of literature to promote work readiness influencing career decision making eventually leading to career exploration among the engineering students. There was strong relationship

between work readiness and decision-making self-efficacy which in-turn had significant impact upon the career exploration (Makki et al., 2023).

Pakistan being an emerging nation with few services for career advice and counselling (CGC). CGC is a new field in Pakistan. Not much study has been done on the CGC needs of undergraduates and the services that are available to them. This study looked into it by having 18 semi-structured, in-depth conversations with college students. The interviews were chosen using a convenient and snowball sampling method. Thematic analysis was used to look at the data. There were two major themes: the CGC needs of undergraduates and the CGC options for undergraduates. There were also ten subthemes. Undergrads needed to know who they were, where they were going, how to make decisions, how to deal with their emotions, how to look for a job, and how to do things in the real world. Some CGC services, such as one-on-one meetings, job fairs, and career seminars, were offered to undergraduates, but they didn't use them very often (Keshf & Khanum, 2021).

Using a self-regulatory approach, exploring and understanding how job search thoughts, job search behaviours, and job search results (measured by the number of job offers received) relate to each other within the same person. Researchers made a distinction between employment self-efficacy and job search behaviour self-efficacy by thinking of job search behaviours as being driven by a set of means-end (i.e., job search behaviour-employment) goal structures. Higher levels of perceived job search progress could lead to more job search behaviours by making people feel better about their ability to look for jobs. But if employment self-efficacy goes up, a person might search for work less often if they think they are making progress in their job search. Also, the link between how well job seekers thought their search was going and how confident they felt was affected by how much credit they gave themselves for their progress. Lastly, it

was found that the number of jobs offered was linked to how often a person looked for work at the within-person level (Liu et al., 2014).

Career development and work-integration course has impact upon the self-efficacy of the students leading to them making the positive and successful career decisions. The course was launched and was of elective nature for the students. Before and after completion of the course, questionnaires were used to determine the levels of career-based decision self-efficacy. Findings post course completion demonstrated the significant difference in scores when compared in terms of appraisal to self, information for jobs, goal selection and planning as well as problem solving. It was reported by the students that this course was valuable in increasing the awareness and recognition of personal strengths and weaknesses regarding future careers and job opportunities (Reddan, 2015).

Having a sound career prospect and deciding capability of students for a better career has an effect upon the wellbeing of the students. Study was hope acting as a mediator between the association of career decidedness and subjective wellbeing of the university students in Turkey. There was a positive relationship between career decidedness and subjective wellbeing and there was a positive relationship between hope and other variables. It was also found that hope played the role as mediator between career decidedness and wellbeing of the students (Arslan, 2022).

Unable to take a good career decision and doubt upon the self to take a good decision result in lower self-esteem among the students. Research was done to determine the link between difficulties in career decision making, students 'self-efficacy and their self-esteem. The students taken were from both government and private universities in Lahore and comparison was done between them. Students from the government universities reported higher difficulties in career decision making than

students from private universities. It was also found that female students had higher difficulties in career decision making than males and also had lower levels of self-efficacy as compared to males. There was a negative link between difficulties in career decision making and self-esteem of the students (Javed & Tariq, 2016).

Examining the mediating role of presence of meaning in life between the career indecision and satisfaction with life among the university students in Italy. The study aimed to explore the full mediating role. The findings from the study demonstrated that there was a negative relationship between life satisfaction and career indecision among the students. It was also concluded that the meaning in life fully played the role of mediator (Parola et al., 2022).

Having positive career attitudes, support from parents and having considerable financial support can result in happiness and increases life satisfaction among the students. Respective study was conducted in order to provide understanding of the positive career attitudes, financial condition, satisfaction with health along with happiness and life satisfaction among the masters and graduate university students. Findings from the study revealed a positive relationship between positive career attitudes and happiness and life satisfaction. It was also revealed that students who are living with parents had higher life satisfaction. Students with poor home financial condition were less satisfied and happier as compared to students having strong financial household (Karavdic & Baumann, 2014).

Career aspirations of final-year medical students, including three specific areas (leadership, achievement, and educational), and their connection with life satisfaction across both genders was explored. A cross-sectional study was conducted on a group of 88 final-year medical students (44 males and 44 females) at a medical college in Rawalpindi, Pakistan. Significant positive relationship between career aspiration and

life satisfaction, particularly in relation to the educational subscale. These findings suggest that medical students who possess higher levels of career aspiration also tend to have greater life satisfaction (Zahid, 2018).

In conclusion, career readiness is a critical stage for undergraduate students in preparing for the transition from university to the workforce. The changing job market and rising unemployment rates make it imperative for students to plan their future careers and acquire the necessary skills and knowledge, which will make them competitive in the job market (Caballero & Walker, 2010). However, despite the increasing number of graduates, employers claim that students lack the required skills and work experience for employment, leading to job search anxiety and financial instability (Saks & Ashforth, 2000). The document highlights the importance of self-efficacy in job searching and suggests that career readiness includes both mental and physical requisites (Mattern et al., 2014). Additionally, career-ready students are proactive, resilient, and flexible and have the necessary knowledge and skills to make the most of their opportunities.

The literature review revealed that career aspirations including aspect of achievement and education are significantly related to each other among final-year students (Zahid, 2018). Further, career readiness and career search efficacy predict the level of contentment among final-year students (Karavdic & Baumann, 2014). The transition from university to work can have a significant impact on students, both positive and negative. Still, it is essential to identify the factors associated with the transition, such as career aspirations, positive career attitudes, support from parents, and considerable financial support which could contribute to their satisfaction with life (Karavdic & Baumann, 2014).

2.1 Hypotheses

- There will be a positive relationship between career readiness, career search efficacy and contentment among final year students.
- Career readiness and career search efficacy will be predicting contentment among final year students.
- Job search anxiety will play a mediating role between career readiness, career search efficacy and contentment among final year students.
- Males will score higher upon career readiness, career search efficacy and lower upon job search anxiety than females.
- There will be difference upon career readiness, career search efficacy and job search anxiety among final year students from different study disciplines (social sciences, management sciences and engineering).
- There will be difference upon career readiness, career search efficacy, job search anxiety and contentment among the private and government university students.

CHAPTER 3**METHODOLOGY****3.1 Research Epistemology**

The current study was based upon “Positivism” paradigm which relied upon realism that is like natural world, our social world is driven by cause-and-effect phenomenon and when this relationship is once determined, will likely to occur in future. In this approach, researchers act as objective because the phenomenon that is being studied exist independent of them and they do not disturb or affect in any way and researcher should be objective. This paradigm generates quantitative data, which is collected through surveys, close ended questionnaires, standardized tests or sometimes through true or quasi-experiments. The data collected is then analyzed statistically using either descriptive or inferential statistics.

3.2 Research Approach

This research utilized “Deductive Approach” where hypotheses and questions regarding causal relationship were proposed, then empirical data was gathered and analyzed to determine whether the independent variables have any effect upon the dependent variable. The empirical data gathered was statistically analyzed which confirmed or rejected the hypotheses. The objective was to measure, control, predict, develop laws, and attribute causation.

3.3 Research Strategy

It was cross-sectional study. The study was correlational which explored the relationship between the study variables.

3.4 Population and Sampling

The study participants were university students in final year of their Bachelors degree. The study used “Purposive Sampling” technique. Total number of participants for this study were 350 calculated through G-Power.

3.5 Operational Definitions

3.5.1 Career Search Efficacy

Career search efficacy refers to the personal belief that an individual hold for performing the specific job search behaviors to obtain a job ranging from searching for various jobs or preparing oneself for interview or having impressive resume (Saks & Ashforth, 1999).

3.5.2 Career Readiness

Career readiness is explained as; “students’ understanding of the career lines and directions to select, ready for the transition to work and job, having the skills and understanding the requirements of that career, having relevant practical experience, tendency to explore personal qualities and efficacy regarding work and career and prepared for the outcomes in career and work” (Career Readiness Metric Framework, 2021).

3.5.3 Job Search Anxiety

Job search anxiety refers to the specific sort of anxiety experienced by the person when he/she has to conduct a job search for employment (Saks & Ashforth, 2000).

3.5.4 Contentment with Life

This refers to a person's overall assessment of their life, including their relationships, their work, and their health, a person's belief that their life has meaning and that they are making a difference in the world and person's ability to manage

difficult situations and to maintain a positive outlook even when things are tough (Lavallo et al., 2007).

3.6 Instruments

The following data collection tools would be used:

3.6.1 Demographic Data Sheet

Demographic form for this study included information about the “Gender, Age, Department and Socio-economic status, number of siblings, birth order, family system, family income” of the participants.

3.6.2 Career Search Efficacy Scale

The Career Search Efficacy Scale was designed to assess the degree of confidence a person has for performing a variety of career search tasks. This scale was developed by Solberg et al. (1993). This scale comprises of 35 items rated on a 10-point scale with scores ranging from 0-9. Higher score on this scale indicates higher efficacy to search for a job. This scale has 4 factors. Internal consistency was found to be quite high, with coefficient alpha estimates ranging from .97 for the entire scale to .95, .92, .91 and .87 for the Job Search Efficacy subscale, Interviewing subscale, Networking Efficacy subscale and Personal Exploration Efficacy subscale respectively. Convergent and Discriminant validities of the scale were also established for this scale (Solberg et al., 1993). Internal reliability of the scale was found to be .97 (Fort et al., 2011).

3.6.3 Student Career Readiness Index

This scale measures the career readiness as how much a student feels socio-cognitively ready for the career. This scale was developed by Dodd et al. (2021) to measure the career readiness in students as a result of career counseling and guidance. The scale was developed over years in order to validate it across United Kingdom because authors were aimed at generalizing this scale to a larger population (Dodd et

al., 2021). This scale comprises of 9 items rated on a 6-point scale with scores ranging from 0-5. Higher score on the scale shows higher career readiness. Construct Validity of the scale was established (Dodd et al., 2021).

3.6.4 Job Search Anxiety Scale

This scale measures the anxiety experienced by an individual during job search conduction. This scale was developed by Britton et al. (2019). This scale comprises of 10 items and is rated on a 5-point scale with scores ranging from 1-5. Items number 1, 6, 9 and 10 of this scale are reverse items. Higher score on this scale highlights the higher job search anxiety. Alpha reliability of this scale was found to be .86. Face, construct and content validity of the scale were established (Britton et al., 2019).

3.6.5 Riverside Life Satisfaction Scale

This scale was developed by (Margolis et al., 2018) keeping in view the strengths that this measure holds in comparison to “satisfaction with life scale” (Diener et al., 1985). The strengths identified by Margolis et al. (2018) were that “this scale had balanced positive and negatively scored items, this scale reflected broader understanding of the construct life satisfaction by including indicators for regret, envy and the desire to change, this scale highly correlated with other scales for life satisfaction and this scale is unidimensional (having single factor)”. This scale comprises of 6 items rated on 7-point scale with scores ranging from 1-7. Item number 2, 4 and 6 are reverse scored. Higher score on this scale indicates higher satisfaction with life. Alpha reliability of the scale was found to be .78. Face and discriminant validity of the scale was also established (Margolis et al., 2018).

3.7 Ethical Considerations

Permission for the completion of the study was taken from the department and ethics committee. Informed Consent was taken. The participants were briefed about the

nature of the study and how their contribution is important. Informed Consent was taken from the participants and participants were ensured of the confidentiality of the data and their rights of participating in the study and that they have the right to withdraw at any time.

3.8 Procedure

After the ethical approval from the ethics committee of the university, participants were approached for the data collection. Data was collected via questionnaires through survey method from the final year students from a private and public university. After completion of data collection, data analysis was done, and results were reported.

3.9 Data Analysis

Data analysis was done using SPSS (Statistical Package for Social sciences) for descriptive and alpha reliabilities for the scales, correlation, independent sample T-test and Hierarchical Regression Analysis. Hayes Process Macro was used for Mediation analysis to investigate the role of Job search anxiety.

RESULTS

4.1 Table 1

Sociodemographic characteristics of participants (N =350)

Variables	<i>f</i>	(%)	<i>M</i>	<i>SD</i>
Age (years)			22.24	1.25
Family Income			163020.00	136094.51
CGPA			3.31	0.38
Gender				
Male	192	54.9		
Female	158	45.1		
Semester				
7 th	73	20.9		
8 th	277	79.1		
University				
Private	178	50.9		
Public	172	49.1		
Department				
Engineering	115	32.9		
Management	100	28.6		
Social Sciences	135	38.6		
Family system				
Nuclear	228	65.1		
Joint	122	34.9		
Father's Occupation				
Death	2	0.6		
Business	56	16		
Government Job	126	36		
Private Job	122	34.8		
Retired	44	12.6		
Mother's Occupation				
Government Job	10	2.8		
Private Job	7	2		

Teacher	41	11.8
Housewife	292	83.4
Were you previously involved in Job Search?		
Yes	148	42.3
No	202	57.7
Are you currently involved in Job Search?		
Yes	184	52.6
No	166	47.4

Note: f=frequencies of demographic variables, % = percentage M= mean and SD= standard Deviations

Table 1 shows the frequencies and percentages for the demographic characteristics of participants.

4.2 Table 2

Psychometric Properties of the Instruments along with subscales (N=350)

Variables	<i>K</i>	<i>M</i>	<i>SD</i>	Range		<i>α</i>
				<i>Actual</i>	<i>Potential</i>	
Career Readiness Index	9	28.89	7.53	0-45	9-45	.80
Career Search Efficacy Scale	35	199.85	51.65	47-298	0-315	.96
1. Job Search Efficacy	14	81.39	21.24	23-125	0-126	.92
2. Interview Efficacy	8	44.26	12.28	10-71	0-72	.85
3. Networking Efficacy	8	45.02	12.94	2-72	0-72	.87
4. Personal Exploration Efficacy	5	29.19	8.41	7-45	0-45	.84
Job Search Anxiety Scale	10	29.91	6.25	10-50	10-50	.73
Riverside Life Satisfaction Scale	6	24.19	6.43	7-39	7-42	.65

Table 2 show the reliability values and descriptive values for the instruments used for measurement of study variables. The reliability values for the scales range from .65 to .96 which highlight that the instruments used are sound psychometrically.

The alpha reliability value of career readiness index is .80. Values of reliability of career search efficacy scale and its subscales are (.96 and for subscales are .92, .85, .87and .84). The alpha reliability value of Job search anxiety scale is .73 and reliability of Contentment with life scale is .65.

4.3 Table 3

Correlation Analysis for the study variables and demographics (N=350)

Variables	1	2	3	4	5	6	7	8	9	10	11
1. Career Readiness	-	-	-	-	-	-	-	-	-	-	-
2. Career Search Efficacy	.647**	-	-	-	-	-	-	-	-	-	-
3. Job Search Efficacy	.631**	.972**	-	-	-	-	-	-	-	-	-
4. Interview Efficacy	.573**	.926**	.872**	-	-	-	-	-	-	-	-
5. Networking Efficacy	.583**	.931**	.865**	.805**	-	-	-	-	-	-	-
6. Personal Exploration Efficacy	.643**	.900**	.839**	.786**	.818**	-	-	-	-	-	-
7. Job Search Anxiety	-.236**	-.279**	-.259**	-.204**	-.301**	-.299**	-	-	-	-	-
8. Contentment with Life	.226**	.296**	.283**	.259**	.289**	.282**	-.357**	-	-	-	-
9. Age	.105*	.081	.070	.078	.073	.098*	-.009	-.029	-	-	-
10. CGPA	-.072	-.063	-.069	-.024	-.068	-.071	.075	.013	-.030	-	-
11. Family Income	.148**	.128**	.098*	.133**	.154**	.107*	.007	-.008	.045	-.104*	-

*** $p < .001$, ** $p < .01$ and * $p < .05$

This tables shows the correlation between the study variables. Career readiness was found to be significantly positively correlated to career search efficacy and contentment with life and was negatively correlated to job search anxiety which was significant. Career search efficacy was found to be significantly positively correlated to contentment with life whilst significantly negatively correlated to job search anxiety. Contentment with life was in significant negative correlation with job search anxiety. This table also show the correlation of study variables with the demographics. It is evident that career readiness and career search efficacy are significantly positive related to family income of the students. CGPA was found to be negative correlated to family income which was significant.

4.4 Table 4

Independent Sample t test based on Gender on Study Variables (N=350)

Variables	Male		Female		<i>t</i> (350)	<i>p</i>	Cohen's <i>d</i>
	(n=192)		(n=158)				
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Career Readiness	29.88	7.49	27.68	7.42	2.74	.006	.29
Career Search Efficacy	205.67	51.01	192.78	51.71	2.33	.02	.25
Job Search Efficacy	83.60	21.14	78.70	21.11	2.15	.03	.23
Interview Efficacy	45.29	12.17	43.01	12.34	1.72	.08	.18
Networking Efficacy	46.25	12.77	43.53	13.04	1.96	.05	.21
Personal Exploration Efficacy	30.54	8.42	27.54	8.13	3.35	.001	.36
Job Search Anxiety	28.94	6.65	31.08	5.52	-3.32	.001	.35
Contentment with life	24.18	6.62	24.19	6.21	-.01	.99	.001

This table show the gender differences upon the study variables. Significant gender differences were found upon the career readiness, career search efficacy (its subscales) and job search anxiety. Males scored higher upon career readiness and career search efficacy and scored lower upon job search anxiety as compared to female final year students.

4.5 Table 5

Independent Sample t test on the Basis of University on Study Variables (N=350)

Variables	Private		Public		<i>t</i> (350)	<i>p</i>	Cohen's d
	(n=178)		(n=172)				
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Career Readiness	28.94	8.12	28.83	6.89	.147	.88	.01
Career Search Efficacy	201.93	52.33	197.70	51.09	.76	.44	.08
Job Search Efficacy	82.75	21.63	79.98	20.79	1.21	.22	.13
Interview Efficacy	44.73	12.57	43.77	11.98	.72	.46	.07
Networking Efficacy	45.14	12.87	44.90	13.05	.17	.86	.01
Personal Exploration Efficacy	29.31	8.37	29.05	8.48	.29	.77	.03
Job Search Anxiety	30.01	6.97	29.80	5.42	.30	.76	.03
Contentment with life	23.87	6.79	24.51	6.04	-.93	.35	.01

This table shows the difference between public and private sector universities upon the study variables. There was no significant difference upon the study variables in terms of public and private university students.

4.6 Table 6

Independent Sample t test on the Basis of Family System on Study Variables (N=350)

Variables	Nuclear (n=228)		Joint (n=122)		<i>t</i> (350)	<i>p</i>	Cohen's d
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Career Readiness	28.65	7.50	29.33	7.58	-.80	.42	.09
Career Search Efficacy	200.14	51.20	199.32	52.69	.14	.88	.01
Job Search Efficacy	81.54	20.88	81.11	21.97	.17	.86	.02
Interview Efficacy	44.56	12.22	43.70	12.41	.61	.53	.06
Networking Efficacy	44.87	13.38	45.30	12.12	-.29	.76	.03
Personal Exploration Efficacy	29.18	8.09	29.20	9.01	-.03	.97	.001
Job Search Anxiety	30.59	6.44	28.63	5.68	2.8	.005	.32
Contentment with life	24.14	6.52	24.28	6.28	-.20	.84	.02

This table show the difference in terms of family system upon the study variables. Significant difference was found upon the job search anxiety among the students.

4.7 Table 7

Independent Sample t test on the Basis of previous involvement in job search on Study Variables (N=350)

Variables	Previous involvement in job search (n=147)		No previous involvement in job search (n=201)		<i>t</i> (350)	<i>p</i>	Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Career Readiness	30.76	7.04	27.51	7.63	4.0	.00	.44
Career Search Efficacy	213.18	50.73	189.91	50.43	4.2	.00	.46
Job Search Efficacy	86.88	20.79	77.28	20.77	4.2	.00	.46
Interview Efficacy	47.48	11.75	41.85	12.18	4.3	.00	.47
Networking Efficacy	47.94	12.86	42.85	12.66	3.6	.00	.39
Personal Exploration Efficacy	30.88	8.47	27.94	8.21	3.2	.01	.35
Job Search Anxiety	28.85	6.55	30.66	5.94	-2.6	.01	.28
Contentment with life	24.77	6.75	23.74	6.19	1.4	.14	.15

This table shows the difference in terms of previous involvement in job search. Significant difference was found upon career readiness, career search efficacy (its subscales) and job search anxiety among the final year students.

4.8 Table 8

Independent Sample t test on the Basis of current involvement in job search on Study Variables (N=350)

Variables	Current involvement in job search (n=183)		No current involvement in job search (n=165)		<i>t</i> (350)	<i>p</i>	Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Career Readiness	28.98	7.66	28.77	7.45	.25	.79	.02
Career Search Efficacy	200.27	51.63	199.15	52.10	.20	.84	.01
Job Search Efficacy	81.15	21.06	81.54	21.59	-.17	.86	.01
Interview Efficacy	44.84	12.05	43.55	12.59	.97	.33	.10
Networking Efficacy	44.80	13.56	45.22	12.34	-.30	.76	.03
Personal Exploration Efficacy	29.49	8.26	28.84	8.64	.70	.47	.07
Job Search Anxiety	30.14	6.35	29.62	6.17	.78	.43	.08
Contentment with life	23.98	6.64	24.39	6.24	-.60	.54	.06

This table shows the difference in terms of current involvement in job search.

There was no significant difference upon the study variables on the basis of current job search.

4.9 Table 9

Hierarchical Regression for Contentment with Life (N=350)

Variables	<i>B</i>	95% CI		<i>SE.B</i>	<i>p</i>	β	<i>R</i> ²	ΔR^2
		<i>LL</i>	<i>UL</i>					
Step 1								
Confounding Variables								
Constant	18.49	-4.6	41.58	11.74	.11			
Previous Job search involvement	-.92	-2.32	.47	.71	.19	-.07	.01	.01
Current Job search involvement	.81	-.60	2.23	.72	.26	.06	.01	.00
Age	-.14	-.72	.44	.29	.63	-.02	.01	.00
Gender	.09	-1.3	1.5	.73	.89	.008	.01	.00
University	-.49	-2.26	1.27	.90	.58	-.03	.01	.00
Department	-.26	-.85	.32	.30	.38	-.05	.01	.00
Semester	.94	-.82	2.71	.89	.29	.06	.01	.00
CGPA	.79	-1.2	2.82	1.0	.44	.04	.01	.00
Step 2								
Constant	14.86	-7.7	37.50	11.50	.19			
Career Readiness	.19***	.10	.28	.04	.000	.22	.06	.04
Constant	15.85	-6.3	38.07	11.29	.19			
Career Search Efficacy	.03***	.01	.04	.01	.000	.25	.10	.03
Constant	16.42	-5.90	38.75	11.35	.15			
Job Search Efficacy	-.03	-.17	.10	.06	.59	-.12	.10	.00
Interview Efficacy	-.01	-.15	.17	.08	.90	-.02	.10	.00
Networking Efficacy	.05	-.11	.21	.08	.53	.10	.10	.00
Personal Exploration Efficacy	.06	-.14	.26	.10	.53	.08	.10	.00
Step 3								
Constant	24.65*	3.13	46.18	10.94	.02			
Job Search Anxiety	-.32***	-.43	-.21	.05	.000	-.31	.18	.08

p*<.05, **p*<.001

This table shows the hierarchical regression indicating the impact upon the dependent variable. In step 1, all the demographic variables were controlled which do not have any significant impact upon the contentment with life. In step 2, after controlling the demographic variables, career readiness showed positive impact upon the contentment with life which was significant. In next step, career search efficacy was added which also showed a significant positive impact. In next step, all the subscales of career search efficacy were added which showed non-significant impact upon the dependent variable. In the final step, job search anxiety was added which showed a significant negative impact upon the contentment with life. Out of all the variables, job search anxiety had highest impact upon the contentment with life.

4.10 Table 10

Means, Standard Deviation, and One-Way Analysis of Variance on Study Variables across Departments (N = 350)

Variables	Engineering (n = 115)		Management (n = 100)		Social Sciences (n = 135)		F	p	Post Hoc	95% CI	η^2		
	M	SD	M	SD	M	SD							
Career Readiness	30.41	7.076	28.38	7.908	27.96	7.481	3.64	.02	1>3	2.44*	.21	4.6	.02
Career Search Efficacy	209.70	47.303	195.57	52.821	194.64	53.486	3.15	.04	1>3	15.05*	.02	30.08	.01
Job Search Efficacy	84.43	20.390	79.35	20.544	80.31	22.304	1.81	.16					.01
Interview Efficacy	46.40	11.622	43.47	12.951	43.02	12.173	2.66	.07					.01
Networking Efficacy	47.57	11.184	44.43	13.589	43.29	13.596	3.58	.02	1>3	4.27*	.44	8.12	.02
Personal Exploration Efficacy	31.30	7.727	28.32	8.699	28.02	8.487	5.60	.00	1>2 1>3	2.98* 3.28*	.31 .80	5.66 5.76	.03
Job Search Anxiety	28.99	7.214	30.07	5.426	30.56	5.876	2.02	.13					.01
Contentment with Life	24.78	6.983	24.05	5.790	23.78	6.407	.78	.45					.005

* $p < .05$, ** $p < .01$, *** $p < .00$

This table shows the group differences between the academic majors. Significant group difference was found upon career readiness among the study domains. Significant group difference was found upon career search efficacy and its subscales (Networking Efficacy and Personal Exploration Efficacy) among the final year students. Post-Hoc analysis showed that engineering students significantly scored higher upon career readiness and career search efficacy than social sciences students. Engineering students significantly scored higher upon networking efficacy than social sciences students. Engineering students significantly scored higher upon personal exploration efficacy than both management and social sciences students.

4.11 Table 11

Prediction of Contentment with Life with Career Readiness using Job Search Anxiety as a mediator (N=350)

Variable	Coefficient	SE	t	p	95% CI	
					LL	UL
Direct effect						
RD→ANX	-.19	.04	-4.52	.000	-.28	-.11
ANX→CONT	-.33	.05	-6.30	.000	-.43	-.22
RD→CONT	.12	.04	2.94	.003	.04	.21
Indirect effect						
RD→ANX→CONT	.06	.02			.02	.11
Total effect						
RD→CONT	.19	.04	2.94	.003	.04	.21

Note: RD= Career readiness, ANX= Job search anxiety and CONT= Contentment with life

This table shows the mediation analysis where the direct effect between career readiness and contentment with life is significant among the final year students. the indirect effect between the career readiness and contentment with life through job search anxiety was also significant. This shows that there is a partial mediating role of job search anxiety between career readiness and contentment with life among final year students.

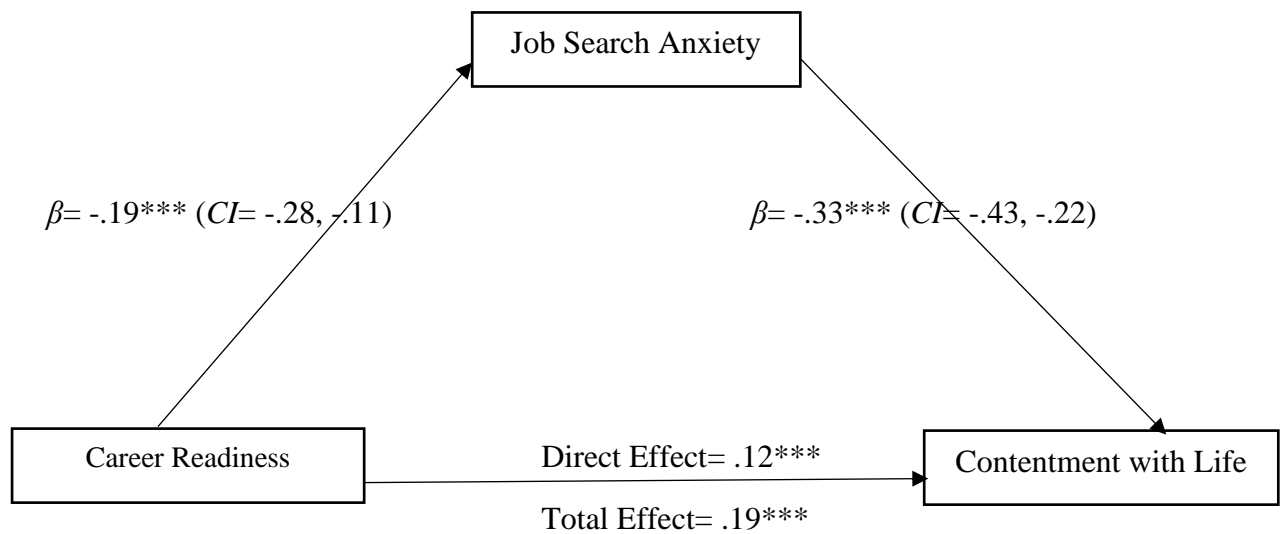
Figure 3

Figure 3 shows the mediating role of job search anxiety between career readiness and contentment with life. The direct and indirect effects were found to be significant which shows that job search anxiety partially mediates the relationship between career readiness and contentment with life.

4.12 Table 12

Prediction of Contentment with Life with Career Search Efficacy using Job Search Anxiety as a mediator (N=350)

Variable	Coefficient	SE	t	p	95% CI	
					LL	UL
Direct effect						
EFF→ANX	-.03	.06	-5.42	.000	-.04	-.02
ANX→CONT	-.30	.05	-5.82	.000	-.40	-.20
EFF→CONT	.02	.06	4.18	.000	.01	.03
Indirect effect						
EFF→ANX→CONT	.01	.02			.005	.01
Total effect						
EFF→CONT	.03	.06	4.18	.000	.01	.03

Note: EFF= Career search efficacy, ANX= Job search anxiety and CONT= Contentment with life

This table shows the mediation analysis where the direct effect between career search efficacy and contentment with life is significant among the final year students. the indirect effect between the career search efficacy and contentment with life through job search anxiety was also significant. This shows that there is a partial mediating role of job search anxiety between career search efficacy and contentment with life among final year students.

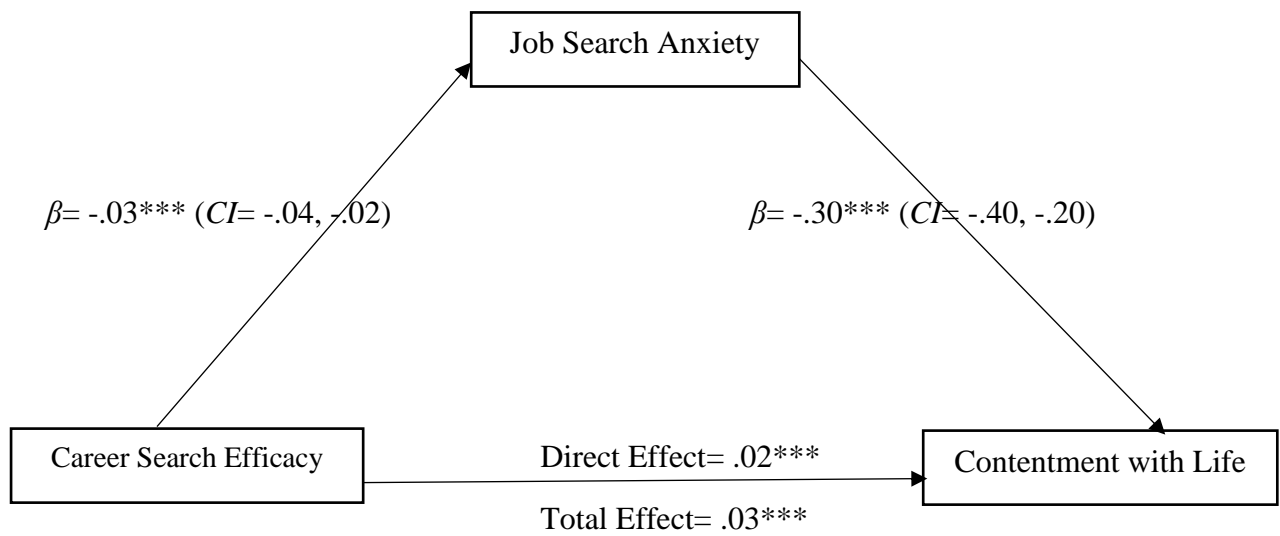
Figure 4

Figure 4 shows the mediating role of job search anxiety between career search efficacy and contentment with life. The direct and indirect effects were found to be significant. This highlights that job search anxiety partially mediates the relationship between career search efficacy and contentment with life.

4.13 Table 13

Prediction of Contentment with Life with Job Search Efficacy using Job Search Anxiety as a mediator (N=350)

Variable	Coefficient	SE	t	p	95% CI	
					LL	UL
Direct effect						
JSEF→ANX	-.07	.01	-5.00	.000	-.10	-.04
ANX→CONT	-.31	.05	-5.98	.000	-.41	-.20
JSEF→CONT	.06	.01	4.02	.000	.03	.09
Indirect effect						
JSEF→ANX→CONT	.02	.006			.01	.03
Total effect						
JSEF→CONT	.08	.01	5.50	.000	.05	.11

Note: JSEF= Job search efficacy, ANX= Job search anxiety and CONT= Contentment with life

This table shows the mediation analysis where the direct effect between job search efficacy and contentment with life is significant among the final year students. the indirect effect between the job search efficacy and contentment with life through job search anxiety was also significant. This shows that there is a partial mediating role of job search anxiety between job search efficacy and contentment with life among final year students.

Figure 5

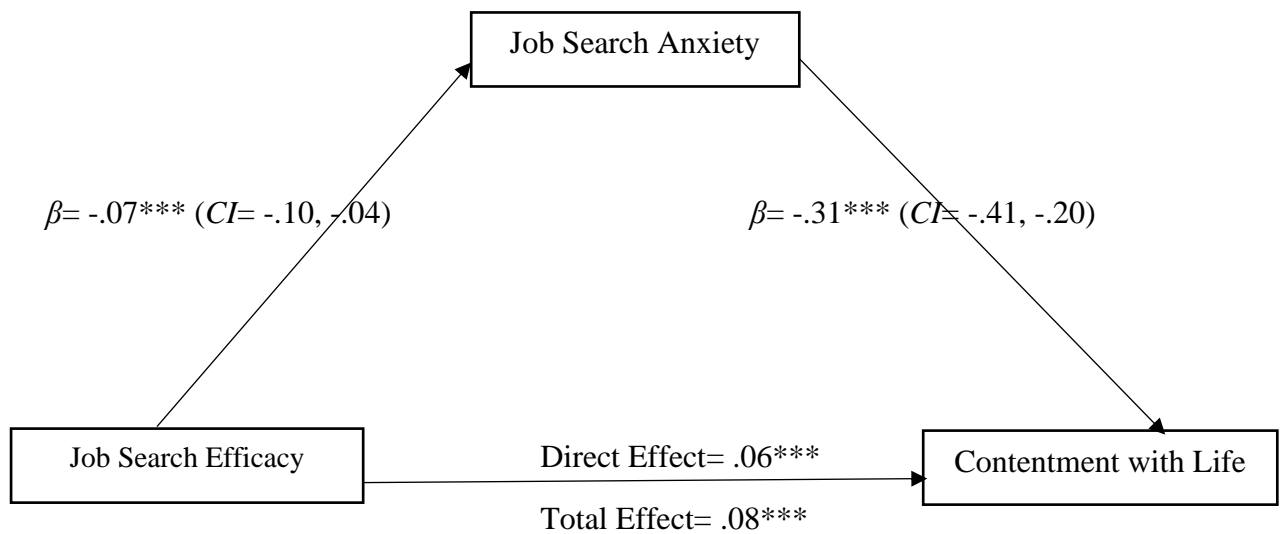


Figure 5 shows the mediating role of job search anxiety between job search efficacy and contentment with life. The direct and indirect effects were found to be significant. This highlights that job search anxiety partially mediates the relationship between job search efficacy and contentment with life.

4.14 Table 14

Prediction of Contentment with Life with Interviewing Efficacy using Job Search Anxiety as a mediator (N=350)

Variable	Coefficient	SE	t	p	95% CI	
					LL	UL
Direct effect						
INTEF→ANX	-.01	.02	-3.88	.000	-.15	-.05
ANX→CONT	-.32	.05	-6.31	.000	-.42	-.22
INTEF→CONT	.10	.02	3.87	.000	.05	.15
Indirect effect						
INTEF→ANX→CONT	.03	.01			.01	.05
Total effect						
INTEF→CONT	.13	.02	5.00	.000	.08	.18

Note: INTEF= Interviewing efficacy, ANX= Job search anxiety and CONT= Contentment with life

This table shows the mediation analysis where the direct effect between interviewing efficacy and contentment with life is significant among the final year students. the indirect effect between the interviewing efficacy and contentment with life through job search anxiety was also significant. This shows that there is a partial mediating role of job search anxiety between interviewing efficacy and contentment with life among final year students.

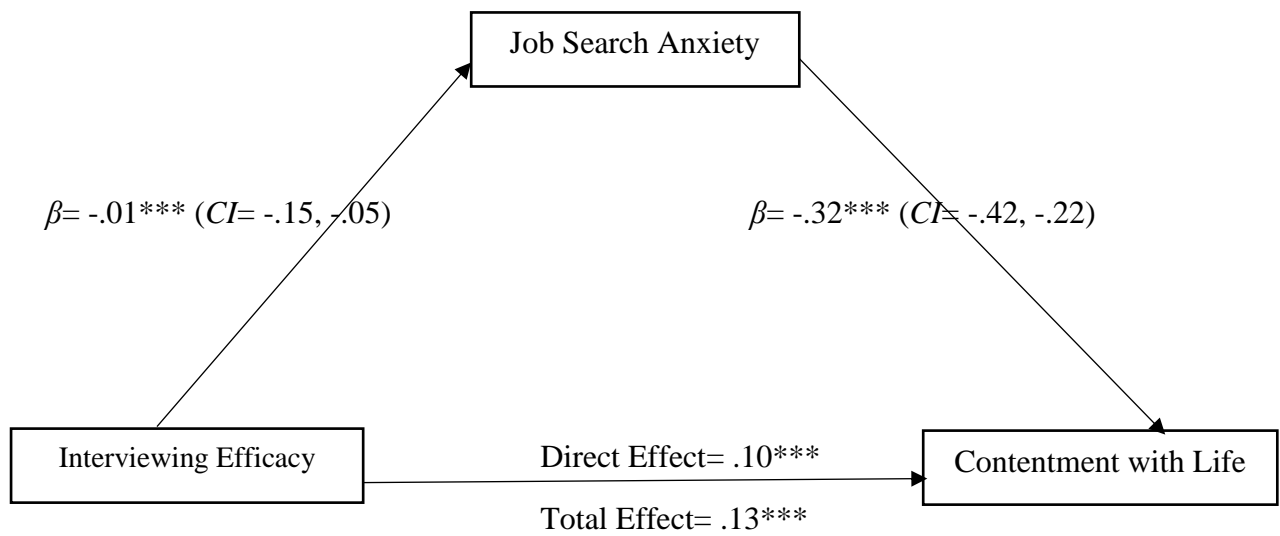
Figure 6

Figure 6 shows the mediating role of job search anxiety between interviewing efficacy and contentment with life. The direct and indirect effects were found to be significant. It is evident that job search anxiety partially mediates the relationship between interviewing efficacy and contentment with life.

4.15 Table 15

Prediction of Contentment with Life with Networking Efficacy using Job Search Anxiety as a mediator (N=350)

Variable	Coefficient	SE	t	p	95% CI	
					LL	UL
Direct effect						
NETEF→ANX	-.14	.02	-5.88	.000	-.19	-.09
ANX→CONT	-.30	.05	-5.75	.000	-.40	-.20
NETEF→CONT	.09	.02	3.88	.000	.04	.14
Indirect effect						
NETEF→ANX→CONT	.04	.01			.02	.06
Total effect						
NETEF→CONT	.14	.02	5.63	.000	.09	.19

Note: NETEF= Networking efficacy, ANX= Job search anxiety and CONT= Contentment with life

This table shows the mediation analysis where the direct effect between networking efficacy and contentment with life is significant among the final year students. the indirect effect between the networking efficacy and contentment with life through job search anxiety was also significant. This shows that there is a partial mediating role of job search anxiety between networking efficacy and contentment with life among final year students.

Figure 7

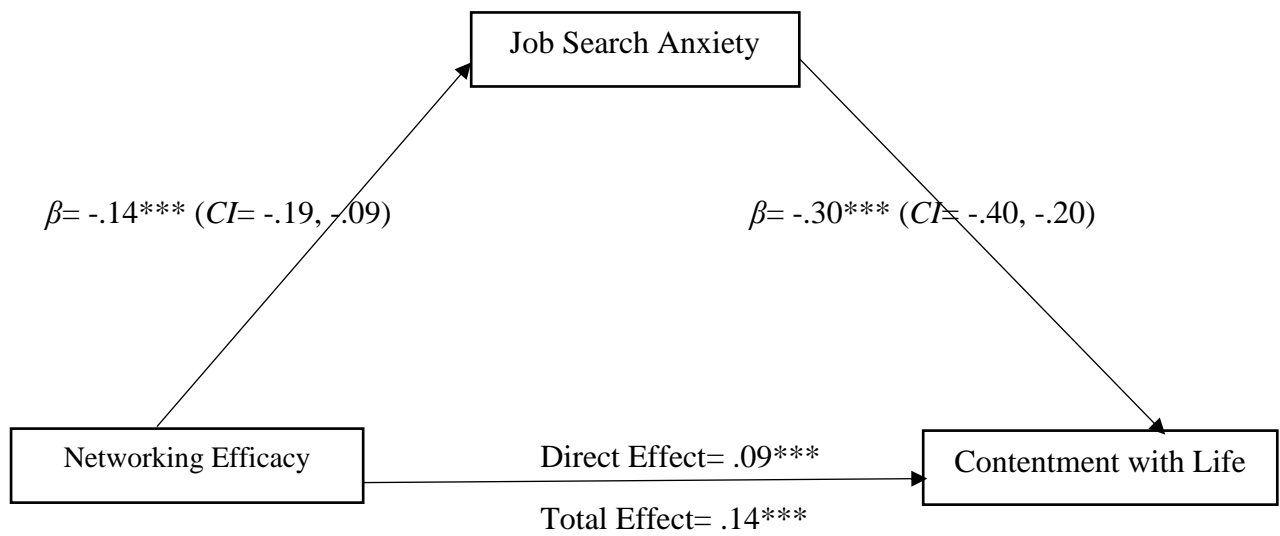


Figure 7 shows the mediating role of job search anxiety between networking efficacy and contentment with life. The direct and indirect effects were found to be significant. It is highlighted that job search anxiety partially mediated the relationship between networking efficacy and contentment with life.

4.16 Table 16

Prediction of Contentment with Life with Personal Exploration using Job Search Anxiety as a mediator (N=350)

Variable	Coefficient	SE	t	p	95% CI	
					LL	UL
Direct effect						
PREXP→ANX	-.22	.03	-5.85	.000	-.29	-.14
ANX→CONT	-.30	.05	-5.80	.000	-.41	-.20
PREXP→CONT	.14	.03	3.73	.000	.06	.22
Indirect effect						
PREXP→ANX→CONT	.06	.01			.03	.10
Total effect						
PREXP→CONT	.21	.03	5.48	.000	.13	.29

Note: PREXP= Personal Exploration, ANX= Job search anxiety and CONT= Contentment with life

This table shows the mediation analysis where the direct effect between personal exploration and contentment with life is significant among the final year students. the indirect effect between the personal exploration and contentment with life through job search anxiety was also significant. This shows that job search anxiety is partially mediating the relationship between personal exploration and contentment with life among final year students.

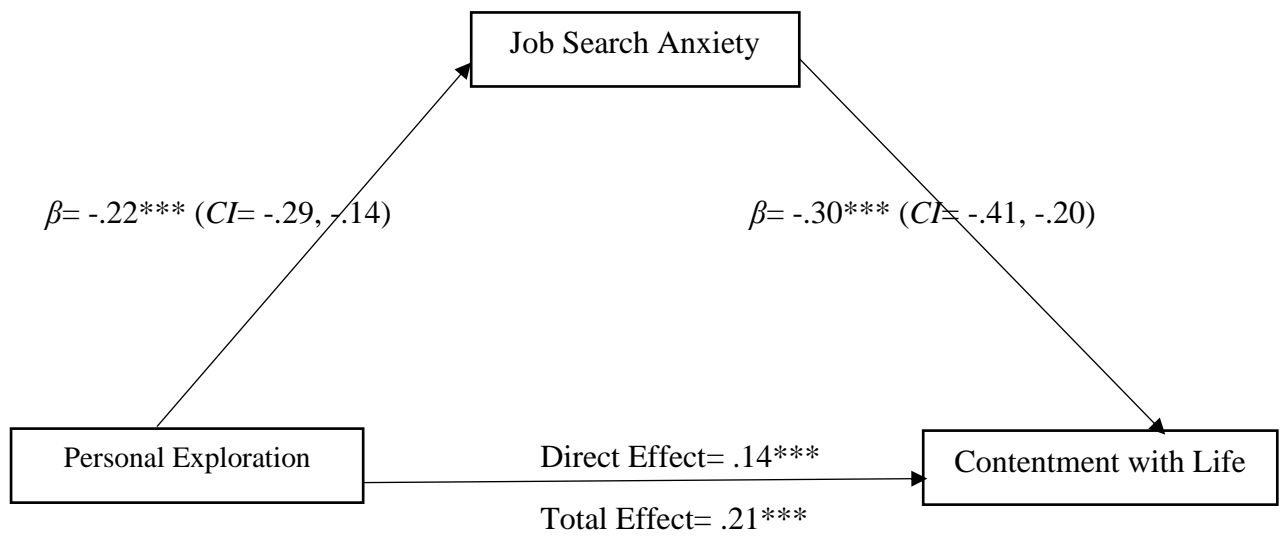
Figure 8

Figure 8 shows the mediating role of job search anxiety between personal exploration and contentment with life. The direct and indirect effects were found to be significant. It is evident that job search anxiety partially mediated the relationship between personal exploration and contentment with life.

CHAPTER 5

DISCUSSION

The purpose of this research was to explore the relationship and impact of career readiness, career search efficacy upon the contentment with life among the final year students in bachelor's programs. The aim of this research was to signify that career is an important part of students' lives, especially those in their last year of university, have to deal with more competition, challenges, unemployment, and uncertainty about their careers and jobs (Kidwai & Sarwar, 2015), which has an impact on their lives affecting their happiness and satisfaction (Lin, 2008). Therefore, this study is conducted to highlight the need to study and improve traits like readiness and self-efficacy in terms of career and work-related domains in order to prepare students for a fulfilling career (Lent et al., 1994). 350 final-year bachelor's students from Bahria University Islamabad and Quaid-e-Azam University Islamabad were studied. 178 private and 172 public university students. There were 192 male and 158 female students. The students from Engineering were 115, from Management were 100, and 135 students from Social Sciences. 228 students were from nuclear and 122 were from joint family system. 148 students had previously searched for jobs, while 202 were not involved in job search previously. 184 students are currently involved in job search, compared to 166 who are not currently involved in job search.

For the measurement of student readiness "student career readiness index" was used whose reliability for the present study was .80. Career search efficacy was measured by "career search efficacy scale" (having 4 subscales) with reliability values of (.96 and for subscales are .92, .85, .87 and .84). Job search anxiety was measured by "Job search Anxiety scale" whose reliability value was .73 and contentment with life

was measured by “Riverside life satisfaction scale” whose reliability was found to be .65. The original reliability of the scale when it was developed was found to be .78 (Margolis et al., 2019). The scale was translated in Turkish language by (Alici & Secim, 2020) where the alpha reliability of the scale was found to be .76.

It was hypothesized that there will be a positive relationship between career readiness, career search efficacy and contentment among final year students. The results of the study showed that Career readiness was found to be significantly positively correlated to career search efficacy and contentment with life and was negatively correlated to job search anxiety which was significant which prove our first hypothesis. Career search efficacy was found to be significantly positively correlated to contentment with life whilst significantly negatively correlated to job search anxiety. Contentment with life was in significant negative correlation with job search anxiety. The findings of this study correspond to the findings of the study done upon the medical college students in Rawalpindi revealing that having career aspirations including aspect of achievement and education are significantly related to satisfaction among final-year students (Zahid, 2018). A study by (Karavdic & Baumann, 2014) also found a positive relationship between positive career attitudes and happiness and life satisfaction. The findings from the study in Italy also demonstrated that there was a negative relationship between life satisfaction and career indecision among the students (Parola et al., 2022). A meta-analysis by Paul and Moser (2009) highlighted that the job search process, career deciding path as well as unemployment can lead to increased anxiety and depression and that the mental health of students improve when they have the skills for job search or when they get employed (Paul & Moser, 2009).

With respect to Pakistani context, most students lack self-understanding and cannot recognize where they should improve or work in order to succeed and are

unaware of their strengths and weaknesses regarding career and future. In Pakistan, career counseling and guidance services are also lacking and there is a strong need for such services. The students require guidance regarding career and opportunities which can result in students feeling more in control rather than stay indecisive. Such services and guidance can make such decisions and matters related to career easy for students. Not only this, but students can also have improved and better mental health when they are provided with appropriate career planning and their career issues are adequately addressed by them (Keshf & Khanum, 2022).

It was also hypothesized that the career readiness and career search efficacy will be predicting the contentment among the students. The results from the study show that career readiness and career search efficacy positively predicted the contentment with life which was significant which prove our second hypothesis. The findings of this study correspond to the findings from study by Magnano et al. (2021) which demonstrated that the career adaptability and professional readiness act as protective factors for wellbeing of person enabling coping with the changing market conditions in terms of employment. The meta-analytic review completed in Malaysia by Mohd Rasti and Ahrari (2020) highlighted the factors affecting the life satisfaction of the students. They analyzed the literature and concluded that SCCT variables are predictors of satisfaction among the students and new people in job market. Indigenous study conducted in Rawalpindi upon the post-graduate students demonstrated that the student's own expectation and career adaptability skills are the strong predictors of the psychological wellbeing (Bibi, 2022).

In Pakistan, one of the major challenges faced by the youth is the increasing unemployment and reduced job opportunities with increasing number of applicants every year (News Desk, 2023). In light of this, getting a job and deciding a good career

path and being satisfied with that specific career choice leading to a happy life is important for a student going into a career. The results of the study conducted in Lahore showed that personal self-efficacy beliefs predict the satisfaction of the students with their career choices leading to being a satisfied and dedicated worker (Arif et al., 2019).

The third hypothesis of this study was that the job search anxiety will play a role between career readiness and contentment as well as between career search efficacy (its subscales) and contentment among the final year students. The findings of this study revealed that job search anxiety significantly mediated the relationship between career readiness and contentment as well as between career search efficacy (its subscales) and contentment among the final year students. Job search anxiety negatively mediated the relationship which means that when students face the daunting task of job search, despite of having skills, they experience the challenges of looking for right opportunity which in turn affects their mental health and contentment. The findings from the study conducted in South Korea revealed that the job market is becoming tough leading to increase in unemployment among youth which affect the students and counseling centers at university report that anxiety and stress about future and work is high among students (Ji & Han, 2016). The study conducted in Lahore upon the private university students revealed that there was a negative relationship between social competence and career stress and social competence negatively predicted the career stress among the students (Qayyum et al., 2022).

In Pakistan, due to the lack of appropriate practical skills required to compete in current employment market, students who are new to such circumstances are often unaware of the necessary requirements that create massive challenges when they have to come out from university into the job market and face the realities. This creates confusion among students, and they find it difficult to adapt into the job and

employment world (Keshf & Khanum 2022). Such students also have poor decision making and tend to look towards elders and following blindly the advice of people who are in the field for years but are unaware of the current needs and demands (Hofstede, 2001) which leads to issues of career success (Guber, 2015).

The fourth hypothesis was that there will be gender difference upon career readiness, career search efficacy and job search anxiety among the participants. The results of the study showed that there were significant gender differences upon career readiness, career search efficacy and its subscales and job search anxiety with females scoring lower upon career readiness whilst scoring higher upon job search anxiety as compared to male students. These findings correspond to the findings from study conducted in Lahore in which it was found that female students had higher difficulties in career decision making than males and also had lower levels of self-efficacy as compared to males (Javed & Tariq, 2016). Similar findings revealed that males are more work ready as compared to female students from public sector universities (Alias et al., 2022). Another comparative study found that female undergraduates experienced lower career readiness and demonstrated higher requirement of career related information because they were anxious more and were indecisive regarding career related decisions (Mansor & Tan, 2009). Another study found that female college athletes showed lower levels of job-related skills, less confidence in their ability to solve problems, higher levels of general indecision about career choice, and a greater need to know themselves (Parietti et al., 2016).

In Pakistan, only 20% of women are engaged in workforce of country (World Bank, 2021). This is because most women and young girls have to settle down after getting married and have to take the role of a homemaker. Unfortunately, our culture holds a notion that a woman should "settle down" and get married after she graduates.

Still, a lot of people still think that a woman is ready to get married as soon as she gets her degree. Even if a woman is doing some sort of job or work, when she gets married, she has to take the break from her job until she has raised the kids enough to get back into the career taking the break from career up to several years and by that time, many a demands and requirements in the job market had changed which make it difficult for them to work (Tribune, 2023). Apart from this, finding from a study concluded that females tend to rely upon family support to solve problems related to social, domestic and financial nature (Buzdar et al., 2021).

The fifth hypothesis was that there will be difference upon career readiness, career search efficacy and job search anxiety among final year students from social sciences, management sciences and engineering disciplines. The results of this study demonstrated that there were significant differences across study disciplines upon career readiness, career search efficacy, networking efficacy and personal exploration efficacy. It was found that engineering students significantly scored higher upon career readiness and career search efficacy than social sciences students. Engineering students significantly scored higher upon networking efficacy than social sciences students and engineering students significantly scored higher upon personal exploration efficacy than both management and social sciences students.

These findings correspond to the findings of south Korean study where findings highlighted that students in health science were more worried about getting a job than those in social science. The same effects were seen in health science and social science when it came to how well people prepared for jobs (Kim et al., 2022). The research study conducted in Pakistani context by Nadeem (2021) revealed that students having good social connectivity performed better at jobs. It was also found that students from social sciences were more emphasized upon academic skills whilst students from

management and computer sciences were emphasized upon generic and academic skills. It was found that students from technical fields had good concepts compared to other disciplines. The students from social sciences (political science) had no clear career options in the field compared to the students from business and technical fields of study. This results in students from social sciences requiring more awareness and knowledge regarding careers. The students coming with experience and internships had more knowledge and were ready to adapt to the fields. With context of employers and hiring members, interviews were the most common form of selection tool for hiring employees and they concluded that candidates having good interviewing skills or have undergone interviews in past are likely to perform better at interviews and in future when dealing with people. The findings also highlighted that most undergraduates take the first job available to them due to increased unemployment, but they later left their first job because they became self-aware and explored their true potential in some different domain or area and they switched the jobs. The employers believed that when new graduates became aware of the job market, had realized their potential and learned to adapt accordingly, they switch to the new more benefiting and suitable job (Nadeem, 2021).

The final hypothesis of this study was that there will be difference upon career readiness, career search efficacy, job search anxiety and contentment among the private and public university students. The results of this study showed no significant differences upon all the variables among the private and public university students which rejects the hypothesis. In Pakistan, approach towards the studies in universities is more focused on giving knowledge through teaching theory. The practical skills and learning are either not included or are included to a limited extent not enough to meet the desired skill set in the job market. Many students are focused at completing their

education and then going for practical experience which results in inadequate skill development and practical exposure among students. Most students do not go for internships because they believe that they have to complete their studies first. Another important factor here is the availability of the career counseling and guidance services along with the industrial visits and interaction with the industry of the university students. The students have less awareness of the skills and demands that are required in the current job market (Keshf & Khanum, 2022).

The results of the study also revealed that there was a significant negative correlation between family income and CGPA of the students. These findings are similar to the findings of the study conducted in Turkey which determined the negative correlation between family income and CGPA of the students. According to the researchers, this could mean that students belonging to the families with more likely to work hard. Students who come from poor families worry more about the future than those who come from wealthy families (Cilasun, 2013). The findings from the study conducted in Singapore concluded that children belonging to poor families understand their family situation which act as a motivating factor for them to work hard and achieve (Cheang & Goh, 2018).

In Pakistani context, it has been witnessed that students belonging to poor socio-economic status always demonstrated higher achievement and dedication towards study as they are driven by the fact that they have to change the conditions of their families and this was proved by the study conducted upon university students where it was found that students belonging to lower socio-economic status families identified physiological needs as their most concerned because they have the desire to increase their resources and improve their lifestyle (Noureen et al., 2019).

It was also found in this study that students having previous involvement in job search significantly higher upon career readiness and career search efficacy whilst scored significantly lower upon job search anxiety as compared to the students who were not previously involved in job search. The findings of the study conducted by Reddan (2015) revealed that career development and work integration courses helped in increase of students' appraisal to self, information for jobs, goal selection and planning as well as problem solving which resulted in increased awareness and recognition of personal strengths and weaknesses regarding future careers and job opportunities.

In Pakistan, many university students belonging to different fields go for internships during their formal education considering it as professional opportunity and to make themselves aware of the industry or the place where they might join in future which is helpful for future preparation and career building (Keshf & Khanum 2022). Moreover, many university students are working part-time to meet the financial needs and to prepare themselves better for the future employment. Students who are involved in some sort of part-time jobs reported to have part time job as important step for better future and securing good employment (Saddique et al. 2023). This highlight that students who are engaged in any sort of activity regarding their future and career are more focused and prepared for the career and are aware of the ways to look and search for the appropriate opportunities.

5.1 Implications

The study describes the career readiness in the context of job search anxiety and job search efficacy. Theoretical perspective of Social Cognitive Career Theory gives the views about career selection and focusing on adapting the career opportunities available in a wise manner. The theory can be applied as a theoretical framework in

different settings and populations. This research contributes to our understanding of career preparedness, job search anxiety, and job search efficacy. The idea can be utilized to comprehend the impact of personal history and societal determinants of health (both physiological and psychological) on behavioral modification. Once upon a time, philosophy centered on the role of entrepreneurs in crafting personalized career paths for their clientele. Its primary application is in the business world, where it is used to attract new employees and improve relations with current ones. In this study, a representative sample of graduating college seniors is surveyed to determine their level of engagement in the job market and their interest in exploring future career options.

The model may encourage research into social cognitive processes and variables throughout the lifespan by highlighting tasks associated with the growth and exploration period of childhood and early adolescence (such as exploring potential career paths, making academic decisions, managing educational transitions) and the establishment, maintenance, and later life tasks of adulthood (such as managing stresses, coping with negative events, developing new work skills). The model may have the most direct application in informing developmental and preventive interventions like career education in secondary schools and workshops and coaching in work organisations, which can help students and workers to anticipate and prepare for predictable career developmental tasks like learning new skills and corresponding self-efficacy beliefs, promoting positive outcome expectations, setting goals, and overcoming barriers to, and building support for, achieving those goals.

The model can also be used to raise consciousness about certain events that, although less predictable, may nevertheless have a good chance of occurring at some point during many people's work lives (e.g., job loss, work dissatisfaction, job plateauing, work-family conflict). Because many of these tasks and events tend to be

associated with life periods, there may be value in addressing them in cohort-based, group psychoeducational interventions offered either live or online. The counsellors can use the model to identify self-management tasks (e.g., networking, self-advocacy) that clients are having difficulty mastering or that seem to be limiting their career advancement.

As for practical implications further on the basic level there are programs started using different levels for the students at school level. As an important research direction, SCCT intervention can be designed around career guidance and counselling in school. In addition, the primary forms of career intervention are career class, group career counselling, workshop, computer network system, and individual counselling (Whiston et al., 2017). The school's three-tiered approach to career advising is based on the student development guidance model. All students are welcome to participate in the initial stage of career intervention, which is tailored to each student's unique psychological and developmental needs with a curriculum focused on real-world vocational skills. Students with unique requirements are selected for group therapy in the second round. The third is an alternative to group therapy for students who are having personal crises but are hesitant to seek help. In conclusion, the three stages of career development form the basis of the school's career intervention system.

5.2 Limitations

The study lacks the cultural or socio-economic impacts in the sample. As the sample does not fall under the distinct socio-cultural aspects, though there are many cultures in Pakistan. The study lacks proper qualitative knowledge that can be explored for better understanding of the variables and for unique results in a country going through developmental phase or economic crises. The sample selected for the study is restricted to limited geographical region, as the sample is targeted from universities of

federal capital area. The sample is not studied using different demographics including age, socioeconomic status, cultural background, and involved in applying for the jobs or related demographic variables.

5.3 Future Directions

The research focused on career readiness, job search efficacy, and job search anxiety. There is also a need for qualitative and mixed method approach exploration to generate more rich results. For future perspectives the study can be explored qualitatively or using experimental or intervention-based research design. The study can be explored using sample of college students or school level students, that helps in selection of the good career of their interest or aptitude at the beginning. The study can be done in future to explore the variables on different cultural levels, or socioeconomic background levels of the participants. The study can be conducted using the same variables on remote or rural areas/town where there is a trend of education to explore whether the people of that area put their knowledge to the practical fields. The sample of university students from start to end can be taken for future research to explore the career search or efficacy trends of all the semesters. This can be helpful in exploring the comparisons of newbie or last year students in respect to career readiness.

5.4 Conclusion

This research showed that career is an important part of students' lives, especially those in their last year of university, who face more competition, challenges, unemployment, and uncertainty about their careers and jobs, which affects their happiness and satisfaction. Thus, this study emphasizes the importance of studying and improving career and work-related attributes like preparedness and self-efficacy to prepare students for successful careers. The study demonstrated a favorable relationship between career planning and job search assurance, as well as a

positive relationship between career search efficacy and life satisfaction. Career preparation and career search effectiveness were found to be significant predictors of life satisfaction.

According to the results of this study, the connection between career preparation and happiness, as well as the connection between career search efficacy (its subscales) and happiness, among college seniors is considerably mediated by job search anxiety. The study found that when comparing male and female students on career preparation, career search efficacy, and its subscales, and job search anxiety, there were significant gender differences. Female students scored lower on career readiness and higher on job search anxiety. Comparing demographics by academic discipline, it is discovered that engineering students scored much higher than social science students on measures of job preparedness and career search efficacy. This study's findings, which indicated no statistically significant differences between students at private and public universities on any of the measured factors, provided strong evidence against the theory. This demonstrates that students who participate in any kind of activity related to their future and profession are more focused, prepared, and knowledgeable about the techniques to hunt for and search for the proper chances.

Career preparation impacts job search anxiety and efficacy. Social Cognitive Career Theory advises career choices and adaptation. The principle can be applied to different populations. This study examines career preparedness, job search anxiety, and efficacy. Personal history and social health variables (physiological and psychological) affect behavioral modification. Entrepreneurs believed in customizing career paths for clients. Business uses it to hire and retain people. This study examines job market involvement and career interest in a representative sample of college seniors. The model highlights tasks associated with childhood and early adolescence (exploring career

paths, making academic decisions, managing educational transitions) and adulthood (managing stress, coping with negative events, developing new work skills) to encourage research into social cognitive processes and variables across the lifespan. The approach can also improve awareness of unexpected workplace occurrences like job loss, unhappiness, plateauing, and work-family conflict. Because these tasks and events are commonly related to life stages, cohort-based, group psychoeducational therapies, either live or online, may address them. Counsellors can identify self-management responsibilities like networking and self-advocacy that clients are struggling with or that are preventing career advancement.

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APPENDICES

APPENDIX-I
Informed Consent

INFORMED CONSENT

ASSALAM-O-ALAIKUM

My name is Abu Turab Khan, MS Scholar of Clinical Psychology at Bahria University Islamabad. I am conducting this research upon final year students for the fulfilment of our degree/MS program. It will take 10-15 minutes to complete. There are no right or wrong answers and you can select and mark whichever describes your condition best. The data collected will be kept confidential and will only be used for research purposes.

You have the full right to participate in this research. You can withdraw at any point during this research. This research will not gather your personal identity. Your honest response is required and your cooperation is highly valuable. If you have any difficulty in understanding or completing this form, you can ask. I will be highly grateful for your cooperation.

You are requested to give your consent to participate in this research.

I agree to be the part of this research and I have the right to withdraw from this research at any instance during this research.

Signature of the Respondent

APPENDIX-II

Demographic Sheet

Age: _____

Gender: _____

Religion: _____

University: _____

Department: _____

Level of Education:

BS

MS

Semester: _____

CGPA: _____

Monthly Income of Family: _____

Family System: _____

Birth Order: _____

No. of Siblings: _____

Father's Occupation: _____

Mother's Occupation: _____

Were you previously involved in Job Search?

No

Yes

Are you currently involved in Job Search?

No

Yes

APPENDIX–III

Career Readiness Scale

	I don't know	I don't agree	I slightly agree	I somewhat agree	I mostly agree	I completely agree
I can find out how much people in different types of jobs earn	0	1	2	3	4	5
I can find out information about how jobs and careers may change in the future	0	1	2	3	4	5
I can choose a career that will allow me to live the life I want to lead	0	1	2	3	4	5
I can assess my strengths and weaknesses	0	1	2	3	4	5
I will continue to work for my career goal even when I get frustrated or hit a barrier	0	1	2	3	4	5
I can decide what is most important to me in my working life	0	1	2	3	4	5
I can identify employers and organizations relevant to my career interests	0	1	2	3	4	5
I will continue to work at my studies even when I get frustrated	0	1	2	3	4	5
I can choose a career that fits with what I am good at	0	1	2	3	4	5

APPENDIX–IV

Career Search Efficacy Scale

	VERY LITTLE					VERY MUCH				
	0	1	2	3	4	5	6	7	8	9
Identify and evaluate your career values	0	1	2	3	4	5	6	7	8	9
Meet new people in careers of interest	0	1	2	3	4	5	6	7	8	9
Develop an effective cover letter to be mailed to employers	0	1	2	3	4	5	6	7	8	9
Evaluate a job during interview	0	1	2	3	4	5	6	7	8	9
Conduct an information interview	0	1	2	3	4	5	6	7	8	9
Identify and evaluate your career preferences	0	1	2	3	4	5	6	7	8	9
Clarify and examine your personal values	0	1	2	3	4	5	6	7	8	9
Utilize your social networks to gain employment	0	1	2	3	4	5	6	7	8	9
Identify and evaluate your personal values	0	1	2	3	4	5	6	7	8	9
Market your skills and abilities to an employer	0	1	2	3	4	5	6	7	8	9
Use your social network to identify job opportunities	0	1	2	3	4	5	6	7	8	9
Integrate your knowledge of yourself, the beliefs and values of others, and your career information into realistic and satisfying career planning	0	1	2	3	4	5	6	7	8	9
Develop realistic strategies for locating and securing employment	0	1	2	3	4	5	6	7	8	9
Join organizations that have career emphasis	0	1	2	3	4	5	6	7	8	9
Develop skills you can use across a lifetime of career planning	0	1	2	3	4	5	6	7	8	9
Dress in a way that communicates success during a job interview	0	1	2	3	4	5	6	7	8	9

Identify the resources you need to find in the career you want	0	1	2	3	4	5	6	7	8	9
Contact a personnel office to secure a job interview	0	1	2	3	4	5	6	7	8	9
Know where to find information about potential employers in order to make good career decisions	0	1	2	3	4	5	6	7	8	9
Solicit help from an established career person to help chart a course in a given field	0	1	2	3	4	5	6	7	8	9
Achieve a satisfying career	0	1	2	3	4	5	6	7	8	9
Market your skills and abilities to others	0	1	2	3	4	5	6	7	8	9
Identify and evaluate your personal capabilities	0	1	2	3	4	5	6	7	8	9
Find an employer that will provide you with the opportunities you want	0	1	2	3	4	5	6	7	8	9
Know how to relate to your boss in order to enhance your career	0	1	2	3	4	5	6	7	8	9
Evaluate the job requirements and work environment during a job interview	0	1	2	3	4	5	6	7	8	9
Prepare for an interview	0	1	2	3	4	5	6	7	8	9
Select helpful people at the workplace with whom to associate	0	1	2	3	4	5	6	7	8	9
Identify your work skills	0	1	2	3	4	5	6	7	8	9
Organize and carry out your career goals	0	1	2	3	4	5	6	7	8	9
Deal effectively with societal barriers	0	1	2	3	4	5	6	7	8	9
Research potential career options prior to searching for a job	0	1	2	3	4	5	6	7	8	9
Deal effectively with personal barriers	0	1	2	3	4	5	6	7	8	9

Develop effective questions for an information interview	0	1	2	3	4	5	6	7	8	9
Understand how your skills can be effectively used in a job in a variety of jobs	0	1	2	3	4	5	6	7	8	9

APPENDIX – V

Job Search Anxiety Scale

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel confident about my ability to search for a job	1	2	3	4	5
I feel stressed about idea of starting a job search	1	2	3	4	5
I am worried about being able to find a job in current economic climate	1	2	3	4	5
I am nervous about approaching organizations to find a job	1	2	3	4	5
I feel confused about what organizations are looking for in job applicants	1	2	3	4	5
I feel positive about having to find a job	1	2	3	4	5
I am tense when I think about having to find a job	1	2	3	4	5
I am concerned that I will not be able to find my dream job	1	2	3	4	5
I feel it will be easy for me to find a job	1	2	3	4	5
I feel comfortable in my ability to obtain a job	1	2	3	4	5

APPENDIX-VI

Riverside Life Satisfaction Scale

I like how my how my life is going	1	2	3	4	5	6	7
If I could live my life over, I would change many things	1	2	3	4	5	6	7
I am content with my life	1	2	3	4	5	6	7
Those around me seem to be living better lives than my own	1	2	3	4	5	6	7
I am satisfied with where I am in life right now	1	2	3	4	5	6	7
I want to change the path my life is on	1	2	3	4	5	6	7

APPENDIX– VII

Permission from Concerned Authors of Scales

For Scale Permission Inbox x



AbuTurab Khan

Fri, Jan 13, 12:45 PM



Dear Sir, Hopefully this email finds you well. My name is Abu Turab Khan and I am a student of Masters in Clinical Psychology from Institute of Professional Psy



Seth Margolis <sethmargolis@gmail.com>

Fri, Jan 13, 12:55 PM



to me, shaziayousaf.buic ▾

You don't need to ask permission to use a scale. The scale is in the appendix of the paper.

Go for it!



AbuTurab Khan <abuturab092@gmail.com>

Fri, Jan 13, 5:16 PM



to Seth ▾

Thank You so much Sir. This is much appreciated.





Ian Siemers <Ian.Siemers@wits.ac.za>

to me, shaziayousaf.buic@bahria.edu.pk ▾

Fri, Jan 13, 12:54 PM



Hi AbuTurab

You are welcome to use the scale, it's a modified version of the State-Trait Anxiety Inventory developed by Spielberger (1983). If I remember Thomas' report, we received assistance from Dr Nicky Israel and the reference should include Britton, Siemers and Israel.

Good luck with the study, let us know how it goes.

Regards

Ian

Ian Siemers

Lecturer | Psychology

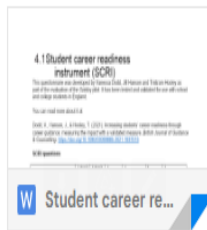
E : ian.siemers@wits.ac.za

W : www.wits.ac.za/shcd/

UNIVERSITY OF THE
WITWATERSRAND,
JOHANNESBURG



One attachment • Scanned by Gmail



AbuTurab Khan <abuturab092@gmail.com>

Thu, Oct 20, 2022, 9:47 PM



to Tristram

Thank You so much sir for your kind response and gesture of providing me with the scale. Sir, I am planning to use it for my final Masters Research. Do I have your permission Sir ?



Tristram John Hooley <tristram.hooley@inn.no>

Thu, Oct 20, 2022, 10:04 PM



to me

Yes absolutely

Let me know how you get on



For Scale Permission (A humble reminder) Inbox x**AbuTurab Khan**

Jan 13, 2023, 12:43 PM



Dear Sir, Hopefully this email finds you well. My name is Abu Turab Khan and I am a student of Masters in Clinical Psychology from Institute of Professional Psy

**Park, Chong Myung** <cmpark@bu.edu>

Jan 17, 2023, 8:20 PM



to me, Scott, shaziyouasaf.buic@bahria.edu.pk ▾

Dear AbuTurab,

Thank you for reaching out. Please find attached a copy of the career search self-efficacy measure and let us know if you have any questions.

Best,

Chong

Chong Park, Ed.D.

(she/her/hers)

Research Scientist

Counseling Psychology and Applied Human Development

Wheelock College of Education & Human Development

Boston University

APPENDIX–VIII

Permission from University

APPENDIX–IX

Plagiarism Certificate