

**PERCEIVED PARENTING, SELF EFFICACY, PEER INFLUENCE AND
CAREER CHOICE IN YOUNG ADULTS**



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Perceived Parenting, Self-Efficacy, Peer Influence and Career Choice in young Adults.



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A thesis submitted in fulfillment of the requirements for the award of the degree of
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Department: Professional Psychology Dear Student,

I am pleased to inform you that your research proposal on Perceived Parenting, self-efficacy, peer Influence and career choice in young adults has been approved. You may, therefore, continue your research on this theme and produce a quality thesis, as per the HEC requirements.

I take this opportunity to remind you that you must complete your thesis and defend it successfully by summer 2025; this is the date that marks the end of the duration of your program. I wish you success.

Date: September 2025

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DECLARATION

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DEDICATION

To my Husband, Father, Mother and Sibling, I am immensely grateful to my family, especially my beloved mother and father, whose unwavering love, encouragement, and prayers have been my greatest source of motivation throughout my academic journey. Without their endless support, I would not have been able to achieve this milestone. To my Husband, whose unconditional support, endless prayers, and constant encouragement have been the backbone of my success. Your belief in me, even when I doubted myself, has been my greatest source of strength. Thank you for your unwavering support and sacrifices.

Student Name**Madeeha Tahir**

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Abstract

Choosing a career is a crucial stage in young adults that is influenced by both powerful psychosocial pressures and individual aspirations. This study examines how young individuals see perceived parenting, self-efficacy, peer pressure, and career choice. The 300 university students in the sample were chosen by simple random sampling in a correlational study design 18 to 25 years old. The study's measures included the Career Decision-Making Self-Efficacy Scale (CDMSES), Parental Authority Questionnaire (PAQ), Self-Efficacy Scale (SES), and Peer Support Questionnaire (PSQ). AMOS and SPSS-24 software were used to analyze the variables. According to the correlation study, perceived self-efficacy, peer influence, and profession choice were significantly positively correlated with their perceived parenting. Additionally, perceived parenting and career choice were moderated by self-efficacy. Peer effect on profession choice variation is seen to be an improved predictor. The results have ramifications for lawmakers, educators, and counselors who work to provide institutional and familial settings that support young adults in making self-assured and knowledgeable professional decisions.

Keywords: Parental Authority Questionnaire, Self-Efficacy Scale, Peer Support Questionnaire, Career Decision Making Self Efficacy Scale

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List of Abbreviations

Abbreviations	Full Form
SPSS	Statistical Package for Social Science
PAQ	Parental Authority Questionnaire
SES	Self-Efficacy Scale
PSQ	Peer Support Questionnaire
CDMSES	Career Decision Making Self Efficacy Scale

List of Symbols

Symbols	Full Form
F	Frequency
M	Median
SD	Standard Deviation
%	Percentage
&	And
α	Alpha
>	Greater than
<	Less than
N	Number of Participant
p	Significant Value

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Chapter 1

Introduction

Subjective age and psychosocial maturity have been two main focuses of developmental and life cycle research of young adult identities. The developmental synchronization of these two processes is investigated in this work. Four identity profiles were found by a person-centered examination of markers of these characteristics in a longitudinal sample of young adults from (ages 18–22). The other two show different forms of discordance: anticipatory, where the subjective age is less advanced than the maturational level, and pseudo-adult, where the subjective age is more advanced than the maturational level. Two show early and late patterns of identification. The profiles differ by race and ethnicity, gender, and socioeconomic level in addition to adolescent (ages 12–16) pubertal development, psychosocial adjustment, and familial background. (Benson et al.,2011)

According to Erikson's psychosocial theory, transition to the young adult stage occurs between 18 and 25 years of age and is referred to as Intimacy vs. Isolation, during which time an individual develops close personal relationships while establishing an identity both personally and professionally (Erikson, 1968). This is essential in terms of the development of career paths, because young people are managing questions of independence, personal values, and the direction of their. The role of perceived parenting likely underlies this process; supportive parenting styles are associated with higher levels of emotional security and identity clarity which are linked to the capacity for intimacy and the ability to make self-directed career decisions. Concurrently, peer influence is becoming increasingly important in this. Intimacy and professional autonomy are predicated on identity clarity, which is cultivated by

supportive parenting. Peer interactions, on the other hand, support identity building via social feedback and inquiry. When combined, these social and family factors enable young adults to form close relationships and choose their own career.

Relationships between young people and their peers have also been connected to parenting practices (Ladd and Pettit, 2002; Richaud et al., 2011). It was discovered that while authoritative parenting was positively correlated with social adjustment, authoritarian parenting was adversely correlated with peer acceptability and sociability-competence and positively correlated with aggression. Social adjustment would be predicted differentially by the parenting styles of mothers and fathers. Paternal acceptance predicted late social and academic achievement, whereas maternal acceptance was linked to emotional adjustment. Additionally, it was discovered that indulgence on the part of the father, but not the mother, was a strong predictor of children's social adjustment issues (Chen et al., 2000). For this reason, we will examine separately how the father's and mother's styles relate to the types of bonds formed with peers.

Decisions concerning careers that are made in early adulthood (early 20s up to mid-20s) play a major role in shaping the trajectory on which an individual's personal, social, and economic life paths develop. This is also a time of moving out of school/university and into the working world where young people will begin to apply the academic and life experience into viable career paths. "The decisions made in this stage are not just about financial independence, but about shaping identity, independence and well-being in life," developmental psychologists say (*Mehta et al., 2020*)

Career commitment at this stage is associated with self-efficacy, with people who have faith are more likely to choose careers that are interesting and challenging. When positively influenced by things like supportive parenting and peer affirmation, young adults are more able to confidently and knowledgeably make career decisions that match who they are becoming as individuals and what they are about in the world. However, poor or late career decision-making might result in doubts, psychological problems, or job instability in the future. (Huafeng et al., 2018)

The importance of examining employment choice in relation to mental health is becoming more widely acknowledged, especially in young adulthood when people are making important decisions about their futures. In addition to being purely vocational, career choices have profound psychological effects that influence identity, purpose, and life pleasure. In particular, students and early-career professionals may experience higher levels of anxiety, sadness, and psychological distress as a result of a poor vocational fit or ambiguity about their career path. Resilience, emotional health, and self-esteem have all been linked to making self-aware, self-congruent professional decisions (Brown et al., 2017). In a recent study, Lee and Lee (2021) found that young adults and adolescents who had stronger career-related self-efficacy which was cultivated by strong parental and peer support exhibited greater psychosocial adjustment and significantly fewer health risk behaviors.

1.1 Statement of the Problem

Although young adults today benefit from more digital connections and greater access to information than any prior cohort, they confront challenges in career choice that would have astonished earlier generations. Increasingly, emerging professionals voice feelings of confusion not just about market trends, but about

what they themselves want, what they're good at, and whether every choice is irreversible.

These fears border on paralytic doubt, and they encroach upon broader life domains: satisfaction feels elusive, grades wobble, entry into stable work gets postponed repeatedly, and the cumulative mental strain is palpable. Workforce surveys repeatedly document the collateral damage in the form of underemployment, disengagement, and talent misallocation. The misalignment between skills and available roles has macroeconomic consequences that policymakers, too have begun to map. In the South Asian context, the impact of the career decision maze is magnified: filial expectations, caste perceptions, and gendered narratives add a paralytic moral calculus to a maze that is already bewildering. Any serious effort at providing counseling or psychological support must unpack those structural narratives or risk being received as superficial (Gopal & Priyamvada, 2019).

Choosing a career path marks a critical milestone in young adulthood, shaped cumulatively by wider social networks, family dynamics, and individual psychological dimensions (Super, 1990). Among these, peer pressure, beliefs about personal capabilities, and the way parenting is perceived emerge as pivotal moderators. Yet, few comprehensive investigations have simultaneously traced the interplay of these influences in informing vocational preferences, particularly outside a Western scholarly milieu (Bandura, 1997).

The way young adults decode parental involvement the perceived patterns of care, guidance and deemed foresight has measurable effects on the evolving self-image and the horizon of future work goals (Whiston & Keller, 2004). In the role of informal

mentors, parents can provide emotional sustenance and factual knowledge, either cultivating a sense of career agency or, conversely, curtailing autonomous deliberation. Additionally, the magnitude and expression of parental sway differ markedly across cultural templates. In collectivist settings, family directive strategies and occupational lineage expectations may substantially eclipse the young person's personal proclivities and ambitions, illustrating the sometimes constrictive lattice in which aspirations are negotiated (Ali & Saunders, 2006). Self-efficacy essentially a well-grounded conviction that one can execute specific actions successfully has long been recognized by Bandura (1997) as a linchpin of vocational growth. The accumulated evidence indicates that higher self-efficacy enables individuals to scan wider occupational horizons, to stay the course when setbacks arise, and to reach decisions that feel purposeful and weighty (Lent et al., 1994). It is essential, however, to remember that self-efficacy does not arise in a vacuum. Rather, its contours are softened and scored by feedback from others and by lived events.

During the young-adult transition, peers are especially salient in shaping vocational choices. Through mimetic processes, comparative feedback, and, at times, compelling social pressure, individuals may gravitate to or recoil from particular professions in response to the convictions and rankings of their reference group (Perry, 2008). Although the levers of peer influence are recognized, empirical scholarship has given it relatively scarce attention in the context of South Asia, where a fuller understanding of its mechanisms and effects on self-efficacy remains a pertinent research gap.

The present investigation aims to fill the identified void in the empirical record by examining how perceived parenting styles, self-efficacy beliefs, and peer dynamics jointly shape the career choices of emerging adults. A nuanced grasp of these

interconnected variables is imperative for career counselors, psychologists, and educators, all of whom endeavor to assist adolescents in arriving at self-directed and satisfying vocational paths. Additionally, the study provides context-sensitive findings that broaden the cultural reach of existing career-development frameworks, thereby enhancing their global relevance and practical utility (Ibabe, 2019).

1.2 Rationale of the Study

Peer influence, self-efficacy, and perceived parenting are the most critical variables that shape young adults' career choices in this research. Specifically in cultures where family expectations significantly affect life decisions, perceived parenting impacts early ideas, motivation, and independence (Whiston & Keller, 2004). Though limiting behavior can limit exploration, parent support fosters self-confidence (Sawitri et al., 2014). Bandura (1997) explains that self-efficacy plays a critical role in career planning and is defined as having faith in one's ability to succeed. It influences individuals to research, choose, and work towards occupations (Lent et al., 1994). Peer influence also assumes significance during young adulthood because peers provide encouragement, advice, and social comparison (Dietrich & Kracke, 2009). Peers can inspire or force an individual to take a specific career path (Perry, 2008). All these factors indicate the social, family, and personal facets of career development. Discussion of them in unison gives a clearer picture of how career decisions are made. It can help parents, educators, and counselors guide youth.

1.3 Objectives of the Study

- To examine the relationship between perceived parenting styles (authoritative, authoritarian and permissive), self-efficacy, peer influence and career choice in young adults.

- To explore the effect of career choice on study variables in young adults.
- To find out the intermediate part of self efficacy, between perceived parenting and career choice.

1.4 Research Questions

- What connection connecting perceived parenting, self efficacy, peer influence & career choice in young adults.
- What is the effect of career choice on study variables in young adults.
- To find out the intermediate part of self efficacy, between perceived parenting and career choice.
- What is relationship of demographic variable with perceived parenting, self efficacy, peer influence and career choice in young adults.

1.5 Hypothesis

H1: A strong positive correlation will exist connecting perceived parenting & Career Choice.

H2: A strong positive correlation will exist connecting perceive parenting & self-efficacy

H3: It is hypothesized that career choice is significant predictor of perceived parenting, self-efficacy, peer influence in young adults.

H4: It is hypothesized that self efficacy would intermediate the connection connecting perceived parenting & career choice.

H5: It is hypothesized that male have significant score on perceived parenting, self-efficacy, peer influence and career choice than female young adults.

1.6 Theoretical Framework

The most important developmental task of young adulthood 18-25 is the establishment of a coherent identity. This is marked by the process of Intimacy vs. Isolation. According to Erikson, the successful resolution of this conflict results in the capacity to establish intimate and meaningful relationships, whereas in the failure to establish a coherent identity, it can lead to social isolation and role confusion (Erikson, 1968). young adulthood is a developmental period in human life in which the capacity to form significant relationships without losing one's individuality marks the transition to an integrated social self. Studying this period could illuminate how social factors such as peers, parenting, and self-efficacy intersect to shape life trajectories and occupational choices.

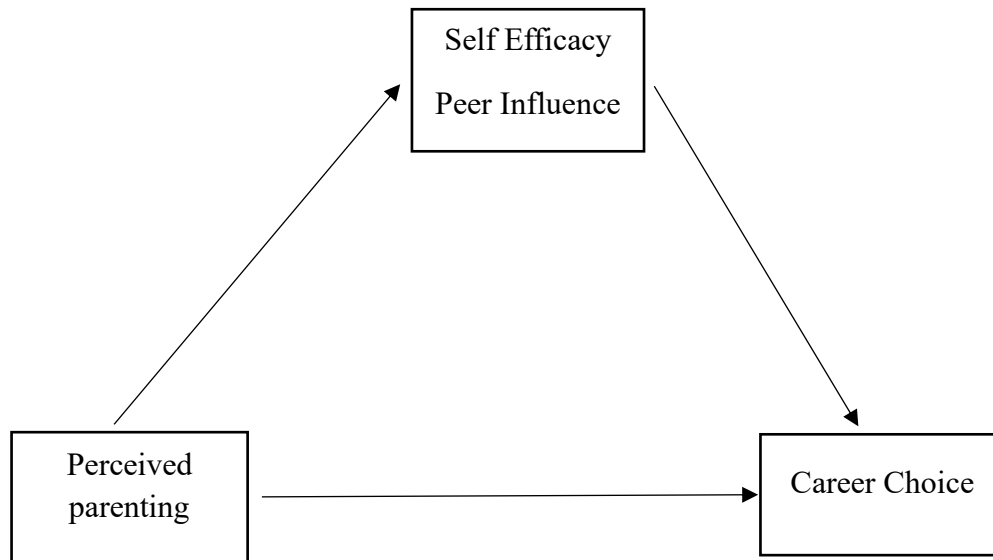
The theory is further embedded in development when such factors are integrated into Erikson's psychosocial development: the achievement of intimacy and career commitments during young adulthood follows from the successful resolution of identity formation during adolescence. The testing of the moderating role of perceived parenting as a moderator is informed by this multidimensional model. By incorporating family and peer networks, it effectively impacts career guidance solutions beyond enhancing individual self-efficacy and fostering more inclusive support systems that further hone young adults' capacity to make professional choices and align them with their objectives.

The aim of this research is to find out the extent to which peer pressure and perceived parenting self-efficacy (PPSE) influence young adults' career decision-making self-efficacy (CDSE), which then influences their real-life career decisions. By incorporating these elements into Erikson's psychosocial stages, the research

examines how peer norms, self-perception, and parental guidance all contribute to impacting professional development processes.

Figure 1

The Hypothetical Model of the Study



1.7 Scope of the Study

The aim of this research is to explore the impact of young adults' attitudes towards having children, their self-efficacy levels, and peer pressure on their career choices. The research explores how these psychosocial factors combine to shape career choice-making, with a focus on individuals in the early to middle part of their 20s, a pivotal time of identity exploration and career pathway establishment (Erikson, 1968). It also examines the possible moderating role of perceived parenting on the link between career choice and self-efficacy. Perhaps most importantly, by focusing on a non-Western context, in which social norms and family expectations may possibly affect occupational routes, this research contributes a culturally sensitive perspective. By so doing, it aims to expand our understanding of how societal norms can reinforce

or counteract the effects of peer and parental factors on the professional development of youth.

1.8 Operational Definition:

1.8.1 *Perceived Parenting:*

Perceived parenting refers to young adults' subjective interpretations and evaluations of their parents' child-rearing behaviors, including emotional support, control, autonomy-granting, and career-related guidance. This construct is measured based on the individual's perception rather than objective parenting behaviors, as personal interpretations influence psychological and behavioral *outcomes* (Darling & Steinberg, 1993).

1.8.2 *Self-efficacy*

The ability and beliefs of an individual to perform a task in specific domains, such as career decision-making (Bandura, 1997)

1.8.3 *Peer Influence*

Peer influence refers to the social pressure, modeling, or informational support exerted by an individual's peer group that affects their attitudes, behaviors, and decision-making processes, particularly in career-related choices (Brown et al., 2008).

1.8.4 *Career Choice*

Career choice refers to an individual's process of selecting, committing to, and implementing occupational preferences based on personal interests, abilities, values, and environmental influences (Holland, 1997).

1.9 Measures:

1.9.1 Parental Authority Questionnaire

The Parental Authority Questionnaire (PAQ) has been condensed into a parenting style scale. (Alkharusi et al., 2011) developed it. A 5-point Likert scale is used to rate the 20 elements on this assessment. It comprises three subscales: items 1–7 assess authoritative parenting, items 8–14 measure authoritarian parenting, and items 15–20 measure permissive parenting. According to the Academic Self-Efficacy Scale, the Cronbach's alpha values for permissive parenting are.65, authoritarian parenting is.72, and authoritative parenting is.75. It assesses how parents set guidelines, administer punishment, and strike a balance between control and independence. Aldhafri and associates (2010)

1.9.2 Self-efficacy Scales

This scale, which was taken from Schwarzer and Jerusalem (1995), assessed students' confidence in their capacity to handle stressful situations. It had ten items with response options on a five-point Likert scale (for example, "I can solve most problems if I invest the necessary effort"). It gauges general perceived proficiency in overcoming obstacles in life. With a Cronbach alpha coefficient of 0.92, the scale was deemed credible. (T., & B. F. Piko, 2025).

1.9.3 Peer Support Questionnaire

Peer support is a broad concept with a variety of definitions, impacts, and results, claim Miyamoto and Sono (2012). The role of peer support in educational outcomes is relatively less well-documented, despite a substantial body of research showing the significance of support in the development of educationally related outcomes (Furrer & Skinner, 2003). Similarly, according to Stromei (2000) (quoted in

Harrington, 2011), one of the elements that leads to the impassable obstacles that college students encounter is a lack of peer support.

1.9.4 Career Decision Making Self-Efficacy Scale

The 5-subscale structure was removed from the updated Short-Form Career Decision-Making Self-Efficacy Scale (SFCDMSE), which now only has 20 items overall. The 20 things that had the highest loading on the newly established general factor. The SFCDMSE has the same response format as the CDMSE, and the total score is calculated by adding the ratings of the 20 individual items. As a result, the possible score range is from a to 180, where higher scores correspond to better self-efficacy in making career decisions. Coefficient alpha values for tests of different lengths were calculated to establish the total number of items on the SFCDMSE. A coefficient alpha value of .93 was obtained from the 20-item CDMSE; Craig Allan Oreshnick

1.10 Summary:

This chapter introduces the study of how young adults' career decisions are affected by perceived parenting, self-efficacy, peer pressure, and their combined effects. The theoretical basis is Erikson's Psychosocial formation Theory, which emphasizes the critical identity development that takes place during early adulthood. Erikson's stage of Intimacy vs. Isolation highlights how the establishment of one's occupational and personal identities influences selecting a vocation at this period of life when career directions are largely influenced by how parents are perceived; authoritarian parenting could hinder job exploration, while supportive parenting can foster self-reliance and self-esteem peer pressure and social comparison are believed to play a major role in the occupation choices of young adults. The implications of these variables for assisting young adults in making informed professional choices justify the study. Enhanced

career counseling practices and educational interventions can follow from a better understanding of how peer influence, self-efficacy, and perceived parenting affect career decisions. The hypotheses predict the expected relationships among these variables and the outcomes of job selection, while the aims and research questions aim to examine these variables in isolation and together.

Chapter 2**Literature Review**

Studies have long evaluated the relationship between parental impact and the life outcomes of developing children, and fresh research keeps exposing unrefined concepts and hypotheses that are significant to human understanding. Given this, the current study ascertains how parental support affects kids' decisions for occupational schooling. The study also examines the relationship between teens' self-esteem and family and parental support. Using a systematic review approach and the findings of 15 papers, the impact of different families and parental variables—such as parental expectations, parental income, and parental support—as well as elements like personal interest, etc., were examined from literature across multiple nations. This made it easier to comprehend how parental support varies across cultures, where teenagers' perceptions of their own abilities, confidence, and self-worth can have a big impact on their academic and career decisions. According to the study's findings, parental support that has a beneficial impact on self-esteem has been shown to enhance teenagers' professional maturity. According to the study, teenagers use the shifts in their ties to their mothers and fathers as a means of self-evaluation. Rani & Saxena (2023)

A person's attachment style is mostly shaped by their parenting, which also affects self-esteem, relationship happiness, and emotional control. Even though this link has been the subject of much research in Western contexts, little is known about how attachment is influenced by perceived parenting in Indian cultural situations. Evaluating the effects of collectivist ideals, extended family structures, and respect for authority on attachment formation is essential given the distinct sociocultural dynamics of Indian households. The relationship between young people' attachment patterns and their views of parenting whether permissive, authoritative, authoritarian, or uninvolved

is examined in this paper. It seeks to investigate how, especially in the Indian cultural setting, perceived parenting affects relational well-being, mental health, and emotional resilience. Key findings from both Indian and foreign studies were included in a comprehensive assessment of the body of research on perceived parenting and attachment patterns. To give a thorough grasp of how early caregiving experiences mold attachment patterns, the study is based on Bowlby's Attachment Theory and Baumrind's parenting model. The findings demonstrate that secure attachment develops from consistent and responsive parenting, while insecure attachment whether anxious, avoidant, or disorganized often arises from inconsistent or emotionally unavailable caregiving. This highlights the important role that early caregiving experiences play in the development of attachment styles. The significance of culturally sensitive parenting techniques and the necessity for more research to look at attachment styles in various cultural contexts are both emphasized by this study. These findings have important ramifications for improving young people's emotional wellbeing and fostering stronger family ties for parents, educators, mental health professionals, and legislators (Pandey & Singh, 2025)

Overview Using a qualitative approach, this study aimed to comprehend how young individuals perceive parenting styles. **Methods:** A total of 29 individuals participated in five focus groups. Data was gathered via a self-prepared semi-structured interview that was face validated by subject-matter experts, a sociodemographic sheet, and a focus group discussion guide. The information was transcribed and subjected to thematic analysis. **Findings** Privacy, control, autonomy, discipline, love, warmth, and unconditional acceptance of parents were the main themes. **In conclusion** One of the most powerful factors in determining how young adults perceive parenting style appears to be sociocultural background and culture (Janardhana et al., 2020).

A speaker demonstrates their respect for the audience by using a title for them. According to earlier research, using kinship phrases inside the family also demonstrates respect for the listener. The goal of the current study was to find out if young people' usage of kinship terminology for their parents reflected how they view their own parenting. 329 Japanese college students participated in the study by responding to questions on their parents' addresses, perceived emotional accessibility, and perceived control. Additionally, they expressed how satisfied they were with the frequency of contact between parents and children as well as the connections between them. According to the findings, young adults who refer to their parents using kinship words believe that they are more emotionally approachable. A speaker demonstrates their respect for the audience by using a title for them. According to earlier research, using kinship phrases inside the family also demonstrates respect for the listener. The goal of the current study was to find out if young people' usage of kinship terminology for their parents reflected how they view their own parenting. 329 Japanese college students participated in the study by responding to questions on their parents' addresses, perceived emotional accessibility, and perceived control. Additionally, they expressed how satisfied they were with the frequency of contact between parents and children as well as the connections between them. According to the findings, young adults who refer to their parents using kinship words believe that they are more emotionally approachable (Yokotani, 2012).

This research investigated the internalization of beliefs and parental practices. Grade 7 (n = 749) and Grade 12 (n = 468) were used to test perceived parenting methods, while Grade 12 (n = 271) and one year after school (n = 291) were used to measure values. We examined three dimensions of valuing: effective adoption of values (success); regulation (controlled, autonomous); and priority (extrinsic, intrinsic

importance. Mothers' authoritative parenting in Grade 7 predicted increased significance and independent management of values one year after school. Extrinsic values were viewed as less significant in Grade 7 due to a father's authoritative parenting style. Lax parenting by fathers in Grade 7 was projected to imply a decreased significance of intrinsic values. In Grade 12, an involved parent style was predictive of more controlled extrinsic values after school. Parenting during the early and late stages of adolescence predicts how values will be absorbed in emerging adulthood. (Williams & Ciarrochi, 2019).

According to the literature currently in publication, parenting practices have varying effects on children's development of cyber aggressiveness according on their gender. The current study examines whether parenting approaches exhibited by dads and mothers exhibit comparable gender disparities in their correlations with cyberdating abuse, a kind of dating violence. The limited research on the topic focuses on the association between each parenting style and CDA perpetration, ignoring CDA victims and the combined effects of mothers' and fathers' parenting styles. The current study contributes to the body of research on gender differences in parenting by examining whether young adults' perceptions of their parents' parenting styles during their childhood were independently and/or jointly related to their perpetration and suffering of CDA, and whether these relationships varied by young adults' gender. A bidimensional measure of perpetrated/suffered CDA that evaluates aggressiveness and control was one of the factors of interest that 351 young adults (50.7% of whom were men), between the ages of 18 and 35, who were in a romantic relationship, completed online. The findings demonstrated that children's Their mothers' authoritarian parenting style was specifically and favorably connected with their perpetration of cyberdating violence and victimization of cyberdating control, whereas their mothers' permissive

parenting style was inversely connected. According to Paleari et al. (2022), these relationships were stronger for girls when the father's parenting style was more like the mother's or when a permissive paternal style was combined with an authoritarian maternal style. This suggests that the two parents' parenting styles interact with respect to their daughters.

The current study's goal is to ascertain if parenting practices' impact on kids' wellbeing continues throughout emerging adulthood. At this point, even though they consider themselves to be adults, young people frequently stay in the family home and continue to rely on their parents for financial support. Furthermore, the study intends to investigate the situation in Spain and Portugal as parents' attitudes, beliefs, and behaviors are formed and perceived within their cultural environment. In the so-called family welfare system, which is exemplified by those two nations in Southern Europe, the family serves as the primary source of security and care for both children and emerging adults. roles in emerging adults' adjustment in both nations. The current study looks at the association between psychological adjustment and perceived parenting methods in a sample of 1047 emerging adults from Portugal and Spain from a cross-cultural standpoint. The findings show that authoritative and permissive approaches are the most helpful at this point, with psychological suffering being more strongly associated with the authoritarian style. The study draws attention to cross-cultural parallels and the beneficial impact that more symmetrical relationships have on emerging adults' adjustment in both nations (Queija et al., 2019).

There aren't many studies on how parents' influence affects their educational choices in various household situations. In Norway, where selecting an educational path is normatively understood as a personal choice, this study explores these experiences among young people. The essay makes use of data from a 2029 survey of youth that

includes open-ended qualitative narratives of their experiences with difficult decision-making. The study found no differences in the experiences of parental effects by socioeconomic level. Minority kids perceive their parents as equally supportive and positive as majority students, but they have a greater say in decision-making. The study found no differences in the experiences of parental effects by socioeconomic level. Though they have a stronger influence on decision-making, minority students see their parents as being just as positive and supportive as majority students. However, youngsters of both the majority and minority groups report having made their own decisions to the same degree. In some cases, strong and negative parental opinions can complicate decision-making and threaten young people's sense of autonomy. When a young child is indecisive and needs guidance, parental involvement may be necessary before they can make decisions on their own (Hegna & Smette, 2016).

More and more severe side effects have been reported in comparison with other age groups for adults under cancer treatment. While its role in enabling young adults with cancer to control their symptoms has yet to be explored fully, self-efficacy the ability to maintain health-related behavior change could be useful. The role played by self-efficacy in assisting young adults with cancer to cope with their symptoms is reviewed here. It provides therapists with guidance on the utilization of self-efficacy to mitigate therapeutic adverse effects. (Thornton, 2021).

The purpose of this study was to investigate the relationship between young adult children's self-identity specifically, psychological entitlement and self-efficacy and parental conduct that suggests excessive engagement and control. 339 parent-young adult child dyads participated in this study by answering survey questions about parenting, family environment, communication, and family satisfaction. Additionally, young individuals filled out self-efficacy and entitlement questionnaires. The findings

indicated that parents' and young adults' family pleasure was positively correlated with open communication, authoritative rather than authoritarian parenting, and balanced family cohesiveness and flexibility. In young adult children, parental conduct that prioritized control over the kid was linked to increased psychological entitlement and decreased self-efficacy. Open communication between parents and children strengthened the link between these two kinds of variables (Givertz & Segrin, 2012).

Children frequently use gestures when asked to describe how they solved an issue, and occasionally these gestures communicate information that differs from what they say while speaking. It has been discovered that children who make these "mismatches" between voice and gesture on a given activity benefit from the task's teaching. . Recently, we discovered that when youngsters are identifying numbers near the edge of their knowledge, some of them display gesture-speech incompatibilities. A youngster might unintentionally use the term "three" to refer to a group of two items, for instance, by holding up two fingers. The gestured reply is at odds with the spoken answer, unlike previously researched mismatches (where the information communicated in gesture has the potential to be merged with the information conveyed in speech). Is it possible to anticipate which kids might benefit from number-word instruction based on these paradoxical numerical mismatches? Then, within the knower level, children who were early in their number learning trajectories were randomly assigned to one of two training conditions: either an Enriched Number Talk condition, which included counting, labeling set sizes, spatial alignment of neighboring sets, and comparison of these sets, or a Counting condition, where children practiced counting objects. After adjusting for counting competence, we discovered that children who generated gesture-speech mismatches on the pretest were more likely to learn the meaning of new number words in the Enriched Number Talk condition than in the

Counting condition. The results show it, for the first time, that gesture-speech mismatches are a reliable signal that a child is ready to benefit from rich number education and provide evidence for the first time that cardinal number gestures play a role in number-learning. (Spaepen et al., 2018)

Researchers and the general public frequently believe that adolescence is the time when people take more risks (such as substance abuse, careless driving, sexual dangers, and misbehavior). By interpreting we challenge this presumption in the present study. Using data from North America, we first look at the different types of behaviors among different ages risk-taking categories. as the nature and frequency of risk-taking behaviors might vary over time, we take historical patterns in risk-taking into account. Overall, our study shows that risk taking is most common in a variety of domains during emerging adulthood, which is defined as the age range of 19 to 29. However, risk-taking is prevalent throughout the adult lifetime in many areas, and there may not seem to be many distinctions between emerging adults and adults. Furthermore, whereas most risking behaviors were decreased during time, not all activities or age groups have shown this trend. Answering the following questions will help us determine if adolescence is a time when people take more risks.

(Heffer, 2021) "

This research investigated the internalization of beliefs and parental practices. Class seven and class twelve were used to test perceived parenting methods, while were used to measure values. We examined three dimensions of valuing: effective adoption of values (success); regulation (controlled, autonomous); and priority (extrinsic, intrinsic importance). In Grade 7, mothers' authoritative parenting style indicated that values would be more important and autonomously regulated a year later. In class

seven, the relevance of extrinsic values was projected to diminish by fathers' authoritarian parents. The liberal father styles indicated a decline in the significance of fundamental values. More regulated values rules after schools-time especially for external values, was predicted by uninvolved parents in class 12. Early & late adolescent parenting predicts the absorption of values in emerging adulthood (Williams & Ciarrochi, 2019).

It's possible that the evolving character of adulthood transition in western cultures, like the US, is prolonging the amount of time parents spend on "parenting" activities. But little is understood about many strategies parents use while interacting with their children who are emerging adults. In order to determine how different parent clusters displayed both extremes of control (psychological control, punishment, verbal hostility, indulgence) and responsiveness (knowledge, warmth, induction, autonomy granting), this study looked at how different parenting styles were linked to the relational and individual outcomes of emerging adult children (e.g., drinking, self-worth, depression, and the quality of parent-child relationships). According to the statistics, 4% claimed being of other ethnicities, 3% were Latino, 6% were Asian American, and 4% were African American. Three comparable parent clusters were found using hierarchical cluster analysis, which was applied separately for mothers and fathers. These clusters were assigned the following labels: authoritative (high on responsiveness and low on control), controlling-indulgent (high on both extremes of control and low on all aspects of responsiveness), and uninvolved (low on all aspects of parenting). The main topic of debate is how well each of these clusters differentiated between various child outcomes Nelson et al. (2020 reanalysis).

The purpose of this study was to investigate the relationship between young adult children's self-identity specifically, psychological entitlement and self-efficacy

and parental conduct that suggests excessive engagement and control. 339 parent-young adult child dyads participated in this study by answering survey questions about parenting, family environment, communication, and family satisfaction. Additionally, young individuals filled out self-efficacy and entitlement questionnaires. The findings indicated that parents' and young adults' family pleasure was positively correlated with open communication, authoritative rather than authoritarian parenting, and balanced family cohesiveness and flexibility. In young adult children, parental conduct that prioritized control over the kid was linked to increased psychological entitlement and decreased self-efficacy. Open communication between parents and children strengthened the link between these two kinds of variables (Givertz & Segrin, 2019).

Four parenting philosophies that differ along the lines of control/demandingness and warmth/responsiveness have been repeatedly supported by research. Fewer studies have examined the negative elements of parenting as well as the ways in which parents of teenagers employ different kinds of control and warmth, despite the fact that these parenting approaches have significant effects on youth development. In the current study, teenagers' reports of their parents' six behaviors rules, solicitation, psychological control, issue communication, open communication, and warmth were examined using a person-centered approach. The current study also investigated if drug use, hazardous internet activities, overeating, undereating, and depressed symptoms in teenagers are correlated differently with profiles of perceived parental practices. According to latent profile analyses, teenagers believed that their parents exhibited five distinct parental behavior profiles (i.e., authoritarian, warm, controlling, and warm) that were specifically linked to the adverse outcomes that adolescents faced. The results encourage scholars to examine how various facets of parental styles and parenting practices co-occur between adolescent parenting and have varying relationships with

developmental outcomes. The results indicate that parenting styles are more complex than previously thought when analyzing teenagers' reported parenting profiles utilizing a broader variety of parenting activities. Furthermore, the negative outcomes of teenagers are significantly impacted by these complex features (Romm & Metzger,2021).

this study investigated the hypothesis that the ecological relevance of issues to young and older individuals would influence age variations in self-efficacy beliefs and problem-solving abilities. The authors created new daily problem-solving stimuli that were ecologically typical of issues that young adults, older adults, or both frequently face (young-adult problems, older-adult difficulties, or common problems). Performance on the Tower of Hanoi issue, an abstract problem-solving exercise devoid of ecological representativeness, was also evaluated. On the Tower of Hanoi task problem and the young-adult difficulties, young people performed better and had greater self-efficacy views, but in the domain of older adult problems, the pattern was inverted, with older people doing better and having higher self-efficacy beliefs than young people (Romm & Metzger,2021).

A speaker demonstrates their respect for the audience by using a title for them. According to earlier research, using kinship phrases inside the family also demonstrates respect for the listener. The goal of the current study was to find out if young people' usage of kinship terminology for their parents reflected how they view their own parenting. 329 Japanese college students participated in the study by responding to questions on their parents' addresses, perceived emotional accessibility, and perceived control. Additionally, they expressed how satisfied they were with the frequency of contact between parents and children as well as the connections between them. According to the findings, young adults who refer to their parents using kinship words

speak with them more frequently and believe that they are more emotionally available than those who do not. Compared to young people who do not use kinship words for their father, those who do report higher levels of satisfaction with their father-child interactions. The usage of kinship terminology by young people may indicate acceptance of their parent-child ties as well as respect for their parents (Yokotani, 2021).

Gender roles have witnessed a dramatic transformation globally, becoming more egalitarian. The liberation and liberalization of women in modern society are attributed to their employment choices and goals, which are the basis for this paper's analysis of shifting gender roles in Pakistan. A semi-structured interview was used to extract the participants' job preferences. According to profession groupings that were dominated by men and women, the career options were then separated into conventional and non-traditional fields (Pakistan Bureau of Statistics, 2014). The findings showed that compared to women, men had lower professional goals and more restrictive views on gender roles. In addition, compared to males, women choose more unconventional and male-dominated professions for themselves. Higher professional goals and non-traditional career choices among men and women were shown to be connected with more egalitarian gender role attitudes. The study has significant implications for the changing gender roles and social status of women in modern Pakistani society and establishes a clear link between women's social liberty and their professional aspirations. (Nadeem & Khalid 2018).

Describes that In today's contemporary society, careers must be viewed as a multifaceted fact of life. Selecting a vocation is a difficult process that causes psychosocial stress as students approach high school and college. Considering the literature, independent studies have revealed the effects of numerous environmental factors. This study examines both individual and environmental factors. Academic satisfaction and

family influence and happiness as shown by career decision self-efficacy were significantly correlated, with gender, age, income, and parents' educational level serving as control variables. Career decision self-efficacy and contentment were favorably connected with family influence and academic fulfillment (Younis & Erdogan 2021)

Goals boost performance and self-efficacy, according to field and lab research, particularly when people get positive reinforcement. In order to investigate self-set goals and feedback in connection to memory performance and self-efficacy in both younger and older individuals, the current study expanded goal-setting theory. Participants conducted three shopping list recall trials after completing a baseline recall trial. After each of the three experimental trials, half of the participants were given performance comments, and the other half were given instructions on how to develop objectives. The self-efficacy, memory, and clustering of young individuals were higher than those of older persons. Setting goals had little effect on performance and raised self-efficacy in younger persons but not in older adults. Across trials, the objectives of younger adults, those in the feedback condition, and those for whom feedback indicated success grew. These findings offer a preliminary examination of the motivating effects of self-set recall objectives and feedback in memory aging. To comprehend the combined impacts of feedback type, memory task complexity, and goal-setting type at various ages, more research is required (West & Thorn 2020).

Self-efficacy influences behavior during the job decision process in the social-cognitive career theory (SCCT). There may be opportunities for educational interventions to be implemented in public or private educational institutions to help young people with their career choice process if the relationships between self-efficacy and career choice activities and knowledge can be verified. Consequently, the model of

knowledge in the career choice process (KCCP), whose construction is likewise predicated on the theoretical model assumptions of the SCCT by Lent et al. (1994; 2002), was further developed theoretically and empirically in a self-conducted, previous study (cited: Struck & Ciesla, 2019). The KCCP model can explain five distinct, pertinent aspects of knowledge, which sets it apart from the SCCT. Lent et al. (1994;2002), The KCCP model therefore addresses the issue of how behavior in the process of choosing a vocation and knowledge are connected to self-efficacy and result expectations. The results are meant to highlight new facets of young adults' competence development and should make a smooth transfer from school to the workplace easier. In conclusion, a number of strategies are covered for helping young individuals make their job decisions on their own, such as career counselors, parents, and instructors. These include the utilization of peer education in the profession decision process and increased individualization of career orientation possibilities in directing and promoting focused self-reflection (Kalisch, 2017).

Researchers and the general public frequently believe that adolescence is the time when people take more risks (such as substance abuse, careless driving, sexual dangers, and misbehavior). By investigating the occurrence of a broad range of the world risk behaviors across various classification of age, we question this assumption in the current research. We first examine the various forms of risking behaviors among various categories of age, both within and across risking domains, using data from North America. Second, as the nature and frequency of risk-taking behaviors might vary over time, we take historical patterns in risk-taking into account. Overall, our study shows that risk-taking is most common in a variety of domains during emerging adulthood, which is defined as the age range of 19 to 29. However, risk-taking is prevalent throughout the adult lifetime in many areas, and there may not seem to be

many distinctions between emerging adults and adults. Furthermore, whereas most risk-taking behaviors are decreased, not all activities have shown this trend. Answering the following questions will help us determine whether or not adolescence is a time when people take more risks: (Willoughby et al., 2021)

Given its significance for clients in the professional growth and decision-making process, the connection between career adaptability and career choice self-efficacy was investigated. A total of 6,339 people from 18 studies were used in multivariate meta-analyses. The mean age, career adaptability, and participant nation were significant moderating factors in this association. The range of estimated correlations between career decision self-efficacy scores and career adaptability subscales was .36 to .44. The results are examined in light of career guidance and research (Rua et al., 2021).

Peer influence is a ubiquitous force during adolescence that impacts both adaptive and maladaptive attitudes and actions, according to compelling data. The elements that make adolescence a time of particular susceptibility to peer pressure are the main topic of this review of the research. Here, we provide the Influence-Compatibility Model, which combines convergent views of early adolescence as a period of rising conformity with data showing that peer influence enhances affiliate similarity. Together, these developmental processes promote interpersonal and intragroup compatibility, ease friendships and peer group integration, and lessen differences that could result in social exclusion. (Laursen & Veenstra, 2021).

Saving is crucial for both people and the country. Savings can assist in meeting both anticipated and unforeseen expenses. Economic growth and development are also significantly influenced by saving. Savings are crucial in an economy that is uncertain

and unpredictable because they may assist offset unforeseen income losses. Additionally, saving can help shield the country against financial crises and economic downturns. In the future, the younger generation may encounter this type of unforeseen financial circumstance. Since young adults will be the foundation of the economy in the future, it is crucial to do research that examines their saving habits. Thus, the motive of the study to explore how various factors relate the young adults' saving behavior in West Java (Naiborhu, 2022). Multiple Linear Regression was used to process the 388 survey respondents' data using SPSS tools. The results indicate that while peer pressure and self-control have a favorable, substantial link with young people' saving behavior in West Java, financial literacy has no significant relationship with saving behavior.

Peer pressure is thought to boost risk-taking behavior by intensifying reward response. young people completed financial risking task one or more time as part of the current study: once by themselves and once with two peers. When among friends as opposed to alone, there was universal increase in risking (CHANGE). Self-report levels of winning responses and fun seeking were favorably correlated with CHANGE, but CHANGE was negatively correlated with age and insistence. Through reward responsiveness, there was an indirect correlation between taking risks with peers and resistance to peer pressure as well as age. Impulsiveness was positively correlated with reward responsiveness. Peer pressure is thought to boost risk-taking behavior by intensifying reward response. A group of young people (n = 201, median age 19.8 years) completed a computerized financial risk-taking task twice as part of the current study: once by themselves and once with two peers. When among friends as opposed to alone, there was an overall increase in risk-taking (CHANGE). Self-reported levels of reward responsiveness and fun seeking were favorably correlated with CHANGE, but CHANGE was negatively correlated with age and insistence. Age and resistance to peer

pressure were indirectly correlated with taking risks with peers, according to reward replies. There was a favorable correlation between reward responsiveness and impulsiveness. (Wood et al., 2017).

Adults are thought to continue to be greatly influenced by their age fellows. While having peers who use drugs and alcohol is associated with depressive symptoms in young people, there is little research on the effects of having friends who set an example of healthy behavior after adolescence. In this 10-year study of 644 Canadian children, multilevel modeling was used to examine the effects of within-person and between-person differences in the interplay of peer behaviors and changes in depression symptoms between the ages of 14 and 25. Data was collected through in-person interviews and surveys of private people. Youth who had close friends who used drugs and alcohol consistently reported higher levels of depression symptoms at all ages, whereas having friends who engaged in constructive activities was associated with fewer depressive symptoms, especially throughout adolescence.

(Leadbeater et al., 2020).

This research looks at how conformity, peer pressure, and decision-making interact as a person moves from youth to early adulthood. It draws attention to the psychological aspects of decision-making, including the human desire for social Fear of rejection and acceptance. Peer pressure has been shown to have both beneficial and detrimental impacts on young adults' social dynamics. It's critical to acknowledge these factors, particularly for those who are physically challenged. Techniques like counseling and awareness campaigns can lessen negative impacts and create a positive atmosphere. Teenagers make complicated decisions that are impacted by linguistic models, social influences, and developmental shifts. In group situations, conformity

motivated by the need for social acceptance plays a big part. Gaining an understanding of these nuances promotes wise decision-making and lessens the effects of harmful peer pressure. Peer support, educational initiatives, and life skills instruction empower young adults. Developing one's sense of self, critical thinking, and identity aids in fending off harmful influences. In order to give direction, foster supportive surroundings, and foster resilience and autonomy, educators, parents, and mentors are essential (Bautista, J., & Mabulay, E. 2023).

Aim This study sought to ascertain whether teenage peer connection, as mediated by career-related self-efficacy and having positive-attitude parents, promotes behaviors associated with health risks. **Techniques** The 2010 Korean Children and Youth Panel Survey (KCYPS) was used in this study's secondary data analysis approach. In order to analyze the 7th-wave panel data of 1,932 high school first graders, structural equation modeling was used. **Findings** The data and the final model fit each other well. Teenagers' health-risky behaviors were directly impacted by their close relationships with their peers. Through the mediation of career-related self-efficacy and having positive-attitude parents, high peer attachment also had an indirect impact on health risk behaviors. Teenagers who have close, wide-ranging peer interactions may be more likely to be tempted to engage in risky behaviors and make more dangerous choices, but these impacts are lessened when they are exposed to excellent parenting styles and have well-defined, deliberate professional objectives (Lee & Lee, 2021).

After playing a major role in rekindling interest in the teenage years, developmental neuroscience must now build on its successes to date and diversify in a number of ways to increase its influence within the profession. A fully integrated science of adolescent development may be produced by addressing both typical and

atypical development, looking at the relationship between brain development and the social environment, tracking change over time, and taking population variety into consideration. Developmental neuroscience may make such expansions and continue to make contributions to the discipline in the years to come, as demonstrated by the publications in the special section (Simpkins et al., 2018).

To investigate whether the mix of rational, intuitive, spontaneous, reliant, and avoidant decision-making styles created distinct decision-making profiles by age and gender, we employed cluster-analysis (Scott & Bruce, 1995). Information obtained from 1,075 participants through self-report questionnaires. Three decision-making profiles were identified: an interpersonally-oriented dependent profile, an independent/self-controlled profile, and an affective/experiential profile. Older people are more likely to fit into the independent profile and less into the dependent profile. One overlooked yet important component of people's decision-making processes is their interpersonally oriented profiles. (Delaney et al., 2015).

When it comes to helping teenagers be ready for a career decision, parents are important partners. Few studies have looked at the processes behind the relationships between general features of the parent-adolescent relationship and the professional development of teenagers, despite the fact that several studies have looked at these connections. In this study, a three-dimensional instrument for assessing parents' job-related behaviors was validated, and their connections to difficulties in making decisions and exploring career options were examined. In order to examine the career development of adolescents and parental behaviors, we used data from 359 German adolescents who reported the extent of perceived parental career-related behaviors as well as their difficulties with career exploration and decision-making. This was done after the instrument's dimensional structure test. The results of the structural equation

modeling confirmed the predicted dimensional structure (support, interference, and lack of engagement). While decision-making difficulties were associated with interference and disengagement, career exploration was positively connected with parental support. Interference and disengagement also influenced the relationship between support and exploration. Support acted as a mediator in the interaction between interference and difficulties making decisions. (J & B, 2009).

Describes the capacity to effectively make significant job-related decisions, or professional decision self-efficacy, is impacted by gender, parenting approaches, and thought patterns. Situmorang & Salim, (2021) Consequently, this non-experimental study examined the effects of Career Decision Self-Efficacy in a nation. The teens' self-efficacy in making career decisions was influenced by the three different ways of thinking as well as authoritative and permissive parenting approaches. Additionally, thinking styles mediated the relationship between parenting styles and career decision self-efficacy, while sex acted as a homologizer.

Describes selecting a career is a very difficult task. A more varied professional landscape is produced by the expansion of the quantity, kind, and overlap of jobs, particularly for young people. (Brown et al., 2022) By creating a model that incorporates other elements impacting career decisions, such as self-efficacy, career exploration, and social support, this study broadens the scope of the Social Cognitive Career Theory (SCCT). 340 Vietnamese students were selected using a suitable sampling technique. answering the Google Forms survey between August and October of 2022. The findings validated the research assumptions, showing that the most important factor determining job choice was environmental exploration. The article's most intriguing discovery is how social support has a detrimental effect on the connection between profession choice and environmental exploration.

Describes Researchers and educators generally agree that parents and peers have a significant impact on a student's professional route. (Ogutu et al.,2017) Peers are significant sources of support and influence during the decision-making process, while parents are crucial in forming their children's goals. In order to help remove barriers that might result in career mismatch and, eventually, graduates who are unable to contribute significantly to society through a mismatched job, this study highlights the influence of parents and peer groups on students' career pathways. Examining both the good and negative effects of parental and peer influence on students' professional pathways, as well as any potential obstacles or restrictions, is the goal of the critical review.

Interviews with high school and college students, evenly split by gender, age looked into how young adults and adolescent evaluated the factors that influence their job choices and the impact of parental influence. Bregman & Killen (2018) Acts having prudential, moral, and social-conventional repercussions were compared to adolescents' assessments of career choices. The findings demonstrated that young adults and adolescents favored the professional choices of teenagers for the personal development or disapproved of such options when they motivated by hedonism or interpersonal ties. Career choices were also seen as apart from prudential, social-conventional, and moral considerations. With the exception of pragmatic considerations, the use of bribery and the fear of punishment were disapproved of as suitable means of parental influence in all kinds of decisions. When the teenagers' choices had immediate objectives or unfavorable moral ramifications, parental influence was thought to be most important.

Studies that It is impossible to overstate the importance of senior high school students making career decisions. Adolescents at this level are transitioning from this developmental period into adulthood. The study looked at how peer pressure affected

the professional goals of teenagers in Kwara State, Nigeria, who were still enrolled in school (Hassan et al.,2024). It has been noted that students typically copy their own lifestyles, particularly as they go from upper basic to senior secondary school, which influences their career decision. The study employed a survey research design and a quantitative research methodology. The tool has an internal consistency of 0.87 and was a self-designed questionnaire. To assess the developed hypotheses, the gathered data was examined using a t test and Pearson Correlation. At 0.05 threshold of significance, two research hypotheses were proposed and examined. Both hypotheses were rejected: hypothesis one and hypothesis two. The findings showed that among Kwara State's in-school teenagers, peer pressure and job goals are significantly correlated. Additionally, among Kwara State's school-age teenagers, gender significantly influences their job goals. It was suggested that Kwara State educational institutions take into account putting in place peer support initiatives meant to promote constructive peer impact. These programs can give students a forum to talk about their professional goals, exchange stories, and get advice from their peers.

Given its significance for clients in the professional growth and decision-making process, the connection between career adaptability and career choice self-efficacy was investigated. A total of 6,339 people from 18 studies were used in multivariate metaanalyses. The mean age, job adaptability metrics, and participant nation were significant moderating factors in this association. The range of estimated correlations between career decision self-efficacy scores and career adaptability subscales was.36 to.44. The results are examined in light of career guidance and research. (Stead et al.,2021)

2.2 Concluding Remark:

An exhaustive analysis of the corpus of what has been written is consistent with a solidly established, albeit patchy, corpus of knowledge about the unique contributions of peer influence, self-efficacy, and perceived parenting to adolescent and young adult development. Although self-efficacy is indisputably a central component of resilience and career choice, and authoritative parenting is invariably linked with beneficial outcomes such as enhanced self-esteem and well-adjusted psychosocial functioning, investigation often examines these phenomena in isolation or in predominantly Western populations. There is an acute lack of the simultaneous investigation of the intersection of these variables in the unique South Asian cultural context, where individual aspirations are heavily shaped by collectivist attitudes and family expectations.

Moreover, very little is known about the multifaceted and perhaps heterogeneous impact of mother versus paternal parenting styles on work-related self-efficacy. Therefore, the current study underscores the significance of an integrated research approach. The current study is well-positioned to fill these research gaps and advance the field of career development psychology with a more thorough and culturally sensitive understanding the role of self efficacy plays a role in interaction between young adults' perceived parenting styles which are influenced by their peers and their profession decision.

CHAPTER 3**Research Methodology****3.1 Research Strategy:**

A quantitative research design using a correlational research design involves exploring the relationships between two or more variables to determine whether they are associated. While this approach does not establish causality, it helps uncover patterns and connections between the variables.

3.2 Population and Sampling:

The study design employed by the researcher is correlational. Determining or quantifying the degree of association between two or more variables in order to make predictions about those correlations is the focus of the correlation study design. Young adults between the ages of 18 and 25 made up the study's population. From the population, a sample size of 300 was chosen. Respondents representing a sample of chosen university students were chosen using simple random sampling.

3.3 Inclusion Criteria:

- Young adults ages (18-25) who currently enrolled as university students.
- Students were living or dependent on their parents were included in sample

3.4 Exclusion Criteria:

- Those students who are currently seeking counseling or psychological services will be exclude from sample.
- Students who are living with seconds family (grandparents or relatives) or married were excluded from the sample

3.5 Data collection:

A standardized questionnaire constructed with closed-ended questions designed to quantify the variables of interest (type of parenting, peer influence, self-identity, career choice). simple random sampling was employed to select 300 participants from this group, ensuring each individual had an equal opportunity for selection, minimizing sampling bias, and enhancing generalizability. Following careful explanation of the study aims, inclusion criteria, and confidentiality procedures, participants were recruited in person, and signed informed consent was obtained. To reduce distraction and ensure procedure consistency, data collection was via self-administered questionnaires handed out on-site under supervision. In addition to demographic queries regarding age, gender, and area of study, the test also included validated Likert-scale items assessing parental attitudes, self-efficacy, peer influence, and career decision-making style.

Questionnaires were carefully coded upon completion and uploaded into statistical software, e.g., SPSS. Careful data cleaning standards were followed, which involved assessing missing data, detecting and resolving anomalies and inconsistencies, and verifying entry errors. This ensured the accuracy and integrity of the dataset prior to analysis.

3.6 Procedure:

Data collection in this research was a systematic process. A representative sample university students young adolescent will be selected. Informed consent was also given by all the participants. Participants then filled up a survey design to assess self-identity, peer influence, parenting style, and career choice, utilizing Likert-scale items. Psychological variables such as self-esteem, motivation, and self-efficacy were

also measured. Following data collection, the responses were examined using descriptive statistics, correlation analysis, and regression models to investigate relationships and mediating variables. Ethical standards were adhered to during the process with the purpose of maintaining privacy and integrity.

3.7 Data Analysis:

Data analysis incorporated a range of statistical methods to investigate relationships among self-identity, peer influence, parenting, and career choice. Descriptive statistics were initially applied to provide a summary of the sample population and responses. Pearson's correlation analysis evaluated the direction and strength of relationships between the most important variables. The determinants of career choice and the relationships between the variables were identified using multiple regression analysis. The role of psychological variables was examined using mediation and moderation studies.

3.8 Research Ethics:

In this study, ethical considerations were strictly followed to ensure participant rights and data integrity.

- Informed consent was obtained from both adolescents and their guardians, ensuring participants were fully aware of the study's purpose, procedures, and voluntary nature.
- Confidentiality was maintained by anonymizing responses and securely storing data, with no personally identifiable information shared.
- Participation was voluntary, and participants could withdraw at any time without consequence.

- Efforts were made to minimize any emotional or psychological harm, with age-appropriate survey content and resources available if needed. The study aimed to benefit all participants fairly, ensuring equitable access and upholding the principles of beneficence and justice throughout.

Results

The results of a quantitative study that looked at the connections between young adults' (ages 18 to 25) perceptions of parenting methods, peer pressure, career self-efficacy, and professional decision-making characteristics are presented in this chapter. A sample of 300 university students was surveyed using structured questionnaires, and data was analyzed using regression models, correlation analysis, and descriptive statistics. Every segment answers the research questions and is consistent with the study's assumptions (H1–H5). When $p < 0.05$ was considered statistically significant, effect sizes were provided. The result chapter consist of the following section.

4.1 Descriptive and Demographic Analysis

The demographic characteristics of respondent will be tested in this section which provide an overview of sample and distribution patterns.

4.2 Psychometric Properties of Study Variables

The accuracy and consistency of the research instrument's psychometric qualities are evaluated. Validity and reliability tests verify that the instrument measures the desired construct properly and examine the scale's internal consistency.

4.3 Testing of Main Hypotheses

Appropriate statistical techniques are used to test the processed hypothesis. It is used to assess if the theoretical model and suggested hypothesis are valid in the context of the investigation.

4.4 Testing of Secondary Hypotheses

It emphasizes the findings of experiments and hypothesis testing. Results are shown in a methodical manner, demonstrating which hypotheses are accepted or disproved.

Descriptive and Demographic Analysis

Table 1

Mean and Standard Deviation of Age N (300)

Age	S.D	Mean
18-25	1.95	21.16

Note. SD=Standard Deviation

The participants were young adults aged 18 to 25 years. The mean age was 21.16 years with a standard deviation of 1.95, indicating that the most participants ages clustered around 21 years with the relatively low variability in age within the sample.

Table 2

Sample Demographic and Clinical Characteristics (N=300)

Variables	<i>f</i>	%
Gender		
Male	123	41
Female	177	59
Siblings		
1	17	5.7
2	58	19.3
3	98	29.7

4	69	23.0
5 or above	67	22.3
Education		
BA/BS	246	82
MA/MS/MPHILL	54	18
Father Education		
Nil/Middle	30	10
Metric/FA	87	29
BA/MA/BS	156	52
Mphill/above	27	90
Mother Education		
Nil/Middle	36	12
Metric/FA	120	40
BA/MA/BS	129	43
Mphill/above	15	5
Family System		
Nuclear	221	73.7
Joint	79	26.3
Field Of Study		
Engineering/CS/IT	98	32.7
Social sci/medical/health	163	54.3
sci		
Other	39	13

NOTE. f=Frequency, %=Percentage

The sample consisted of 300 participants, of whom 41% were male ($n = 123$) and 59% were female ($n = 177$). Most participants had three siblings (29.7%), followed by four siblings (23.0%), and two siblings (19.3%). A smaller proportion reported one sibling (5.7%) or six or more siblings (9%).

In terms of education, the majority were enrolled in BA/BS programs (82%), while 18% were pursuing MA/MS/MPhil degrees. Regarding fathers' education, 52% held a BA/MA/BS degree, 29% had completed Metric/FA, 10% had no schooling or studied up to middle school, and 9% had MPhil or above. Mothers' education showed a slightly different distribution: 43% held BA/MA/BS degrees, 40% had completed Metric/FA, 12% had no schooling or studied up to middle school, and only 5% had MPhil or above.

A majority of participants belonged to nuclear families (73.7%), while 26.3% lived in joint family systems. The most common fields of study were social sciences, medical, or health sciences (54.3%), followed by engineering/CS/IT (32.7%), and other fields (13%).

Psychometric Properties of Study Variables

Table 3

Descriptive Statistics and Reliability Coefficients (N=300)

Variables	Mean	S. D	Range (Min/- Max)	Cronbach Alpha
PAQ_M	64.59	11.52	27-99	.81
PAQ_F	64.52	11.58	20-100	.80
SES	35.84	7.24	12-50	.84

PSQ	79.83	16.05	24-110	.93
CDMSES	111.13	34.35	.00-256	.91

Note: PAQ_M = Perceived Parenting (Mother); PAQ_F = Perceived Parenting (Father); SES = Self-Efficacy Scale; PSQ = Peer Support Questionnaire; CDMSES = Career Decision-Making Self-Efficacy Scale.

With scores ranging from 27 to 99, the mean score for perceived parenting (mother) (PAQ_M) was 64.59 (SD = 11.52), and Cronbach's $\alpha = .81$ indicated strong internal consistency. The mean score for perceived parenting (father) (PAQ_F) was 64.52 (SD = 11.58), with a range of 20 to 100 and strong reliability ($\alpha = .80$). With a score range of 12 to 50 and a mean of 35.84 (SD = 7.24), the self-efficacy scale (SES) demonstrated high internal consistency ($\alpha = .84$). With a mean score of 79.83 (SD = 16.05) and a range of 24 to 110, the peer support questionnaire (PSQ) demonstrated outstanding reliability ($\alpha = .93$). The CDMSES, which measures self-efficacy in making career decisions, had a mean score of 111.13 (SD = 34.35), scores ranging from 0 to 256, and a high internal consistency ($\alpha = .91$). Cronbach's alphas were well above the conventional cutoff of .70, so they are reliable enough to use in research.

Testing of Main Hypotheses:

Table 4*Descriptive Statistics and Pearson Correlations (N=300)*

Variables	<i>SD</i>	<i>M</i>	1	2	3	4	5	6	7	8	9	10	11
PAQ_M	64.59	11.52	-										
PAQ_F	64.52	11.58	.83**	-									
PAQM_Authoritative	24.25	6.03	.73**	.60**	-								
PAQM_Authoritarian	21.77	5.49	.72**	.58**	.18**	-							
PAQM_Permissive	18.56	4.31	.72**	.65**	.31**	.39**	-						
PAQF_Authoritative	23.96	6.20	.62**	.73**	.82**	.13**	.32**	-					
PAQF_Authoritarian	21.83	5.50	.60**	.69**	.15**	.83**	.33**	.15**	-				
PAQF_Permissive	18.73	4.36	.58**	.73**	.24**	.30**	.84**	.33**	.37**	-			
SES	35.84	7.24	.21**	.21**	.20**	.13**	.11*	.20**	.13**	.14**	-		
PSQ	79.83	16.05	.27**	.25**	.29**	.14**	.14**	.24**	.14**	.15**	.37**	-	
CDMSES	111.13	34.35	.28**	.23**	.28**	.18**	.11*	.24**	.16**	.06**	.51**	.51**	-

Note. PAQ_M = parental authority questionnaire (mother); PAQ_F = parental authority questionnaire (father); SES = Self efficacy scale; PSQ = peer support questionnaire; CDMSES = career decision-making self-efficacy.

The results of the correlation analysis indicate that young adults' ratings of both parents were highly similar to each other and had a significant relationship between the mother's and father's rating of their parenting ($r = .83, p < .01$). Parenting measures overall were weak to moderately positive when correlated with self-efficacy (r range $= .11$ to $.21, p < .05$ or $.01$), suggesting that perceptions of parents' activities are linked with greater belief in the possession of one's own abilities. Peer influence had a stronger positive correlation with self-efficacy ($r = .37, p < .01$) and moderate correlations with factors of parenting (r range $= .14$ to $.29, p < .01$). Career decision-making self-efficacy (CDMSSES) had strong positive correlations with peer influence ($r = .51, p < .01$), with self-efficacy ($r = .51, p < .01$), and with authoritative parenting (e.g., $r = .28$ with PAQM_Authoritative, $r = .24$ with PAQF Authoritative, $p < .01$).

Table 5

Hierarchical Regression Predicting Career Choice (N=300)

	<i>B</i>	95% CI for B		<i>SEB</i>	β	R^2	ΔR^2
		<i>LL</i>	<i>UL</i>				
Step 1				33.72		.19	.03
Age	3.4	1.52	5.45		.19		
Step 2				29.09		.53	.28
SES	2.37	1.91	2.83		.50**		
Step 3				28.26		.58	.34
PAQM_Authoritative	.80	-.17	1.77		.14		
PAQM_Authoritarian	-.05	-1.22	1.12		-.00		
PAQM_Permissive	1.16	-.40	2.73		.14		
PAQF_Authoritative	.19	-.75	1.14		.03		

PAQF_Authoritarian	.80	-.34	1.96		.12
PAQF_Permissive	-1.85	-3.40	.30		-.23
Step 4				26.41	.65 .42
PSQ	.70	.49	.91		.32

Note. *CI*=Confidence Interval; *LL*=Lower Limit; *UL*=Upper Limit; Cog-R = Cognitive Reappraisal; ES = Expressive Suppression; Perceived Parenting (Mother); PAQ_F = Perceived Parenting (Father); PSQ = Peer Support Questionnaire.

Age accounted for 3% of the variation in CDMSES ($R^2 = .03$), and it was shown to be a significant predictor ($B = 3.40$, 95% CI [1.52, 5.45], $\beta = .19$). The model's explained variance increased to 28% ($R^2 = .28$) when SES was included ($\Delta R^2 = .25$). A significant positive correlation was found between SES and CDMSES ($B = 2.37$, 95% CI [1.91, 2.83], $\beta = .50$, $p < .01$). With a negative effect ($B = -1.85$, 95% CI [-3.40, -0.30], $\beta = -.23$), PAQF permissive attained significance, indicating that dads' permissive parenting may have a detrimental impact on CDMSES. The resulting model explained 42% of the variation in CDMSES ($R^2 = .42$), with peer support (PSQ) considerably improving prediction ($\Delta R^2 = .08$). There was a substantial positive correlation between PSQ and outcomes ($B = .70$, 95% CI [.49,.91], $\beta = .32$).

Table 6

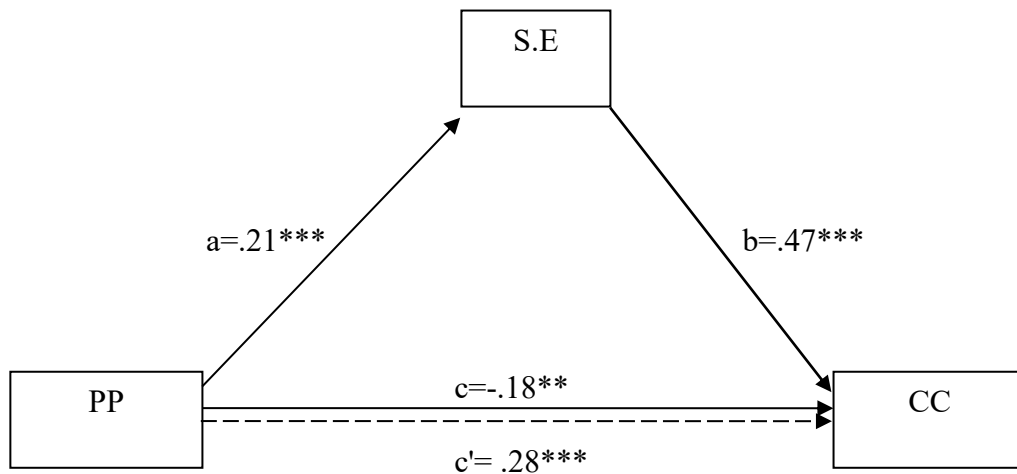
Moderation Analysis

The moderating role of attachment in the association of family environment and trauma reactions was explored by using Hayes (2018) bootstrapping approach. The current study fulfilled the assumptions of Baron and Kenny (1986) and the Hayes and Preacher (2013). Therefore, in the current research, Hayes (2018) bootstrapping

approach was utilized to explore the mediating role of perceived parenting as the independent variable (X), and career choice as a dependent variable (Y).

Figure 2

Mediation Framework of Perceived Parenting, Self-Efficacy and Career Choice



Note. PP= Perceived Parenting, SE= Self Efficacy, CC= Career Choice.

Table 7

Means, Standard Deviations, and T-test Results for Gender Differences

Logistic parameter	Male		Female		$t(300)$	P	Cohen's d
	M	SD	M	SD			
PAQ_M	64.50	11.89	64.60	11.30	-.07	-.00	11.55
PAQ_F	64.94	12.43	64.23	10.97	.51	.06	11.59
PAQM_Authoritative	23.75	6.03	24.60	6.03	-1.19	-.14	6.03
PAQM_Authoritarian	22.32	5.64	21.38	5.38	1.44	.17	5.48
PAQM_Permissive	18.42	4.26	18.66	4.35	-.47	-.05	4.32

PAQF_Authoritative	23.75	6.54	24.10	5.97	-.46	-.05	6.21
PAQF_Authoritarian	22.53	5.70	21.33	5.32	1.83	.21	5.48
PAQF_Permissive	18.65	4.45	18.79	4.30	-.27	-.03	4.36
SES	35.46	7.55	36.11	7.03	-.75	-.09	7.24
PSQ	77.84	16.04	81.21	15.96	-1.79	-.21	15.99
CDMSES	108.96	33.71	112.64	34.80	-.91	-.10	34.36

Note: PAQ_M = Perceived Parenting (Mother); PAQ_F = Perceived Parenting (Father); SES = Self-Efficacy Scale; PSQ = Peer Support Questionnaire; CDMSES = Career Decision-Making Self-Efficacy Scale.

No statistically significant differences were found for any variable (all $p > .05$). For example, for perceived maternal parenting (PAQ_M) the means were nearly identical males ($M = 64.50$, $SD = 11.89$) and females ($M = 64.60$, $SD = 11.30$) resulting in $t(300) = 0.07$, $p = .94$, $d = .00$. Similarly, for paternal permissive style (PAQF_permissive), $t(300) = 0.27$, $p = .79$, $d = .03$.

Discussion

This study investigated the connections between young adults' (18–25 years old) occupational choice, peer influence, self-efficacy, and perceived parenting. The results show how parenting styles have a big impact on professional decision-making self-efficacy (CDMSES). While paternal permissive parenting had a detrimental impact, authoritative parenting had a good impact on confidence in career decisions. The best predictor of professional decision-making was self-efficacy, supporting Bandura's (1997) hypothesis that commitment and career exploration are motivated by self-belief. Peer support was also important, but when self-efficacy was taken into consideration, its direct influence decreased. It's interesting to note that no discernible gender disparities were discovered, indicating that in this situation, professional development processes could be similarly impacted by gender. Additionally, the moderation analysis showed that self-efficacy and perceived parenting had a direct and indirect impact on job choice, highlighting the significance of parental support in promoting career confidence.

The demographic variables in this study including age (18-25 years), gender distribution (41% male, 59% female), family structure (74% nuclear, 26% joint), parental education levels (52% of fathers vs. 43% of mothers holding BA/MA degrees), and fields of study (54% social/medical sciences, 33% engineering/IT) - were strategically selected to ensure sample representativeness and capture critical contextual factors. The age range specifically targets Erikson's "Intimacy vs. Isolation" developmental stage when career identity solidifies, while the gender distribution allows examination of potential differences in psychosocial influences.

The results have significant policy, practical, and theoretical ramifications. The study theoretically supports Social Cognitive Career Theory (SCCT) and expands Erikson's psychosocial theory by including peer and parental factors into career development models. Practically speaking, career counselors should address peer and family relationships while concentrating on enhancing self-efficacy through seminars. Parenting programs should encourage balanced counsel to boost work confidence, especially for dads. Mentorship programs are another way that educational institutions could promote healthy peer networks. From a policy standpoint, workforce initiatives should address career hesitation associated with social and familial pressures, and educational reforms should include psychological elements into career advice curriculum.

Perceived parenting has been positively correlated with CDMSES, consistent with a vast amount of research (Queija et al., 2019; Romm & Metzger, 2021). Warmth, democratic discipline, and autonomy-granting are traits of this style, which generates an environment in which young adults develop the self-control, competence, and self-confidence to make their own decisions. Kids whose parents are supportive but guiding are well-prepared psychologically to seek out careers independently. Peer support greatly enhanced predictive ability and had a high positive correlation with CDMSES ($r = .51$). This is in support of the firmly established notion that peers are the primary agency for social comparison, information, and emotional support for young adults (Brown et al., 2008; Laursen & Veenstra, 2021). The way of encouragement and endorsement, supportive peers likely enhance effectiveness, which in turn enhances career decision-making.

5.2 Implications of the Study

The current research empirically validates Erikson's psychosocial theory by being able to incorporate certain familial (parenting style) and social (support from peers) elements into a model of career development at the "Intimacy vs. Isolation" stage. Universities should set up integrative career services that include resilience training, peer support groups, and seminars for building self-efficacy (e.g., through mentorship and mastery experiences) to assist students in managing social influences. The policy implications for workforce development organizations and educational institutions are evident. Psychological and family elements must be mandated in national career guidance programs as a part of educational reform. Policy directed programs that address professional indecision induced by family obligations must be instituted; these could include public awareness campaigns targeted toward parents.

5.3 Study Limitations

It is crucial to recognize that the study has certain limitations even if it offers insightful information. To build on this work, future studies should employ longitudinal designs to track how parental and peer impacts vary over time. Qualitative approaches might be used to examine cultural disparities in parenting roles, particularly the differing influence of mothers and fathers. Intervention studies should evaluate programs that increase parental involvement in career planning and peer support. Future studies should expand on these findings utilizing a range of methodologies and cultural contexts in order to enhance career development theories and practices globally.

5.4 Future Research Direction

Future studies should use longitudinal designs to monitor the evolution of parental and peer impact on profession choices over time in order to provide more robust causal results. The cultural factors behind the perceived relevance of paternal parenting may be better explained using qualitative techniques, such as in-depth parent-child pair interviews. In an effort to counteract the practical ramifications, intervention studies are required to evaluate the efficacy of programs created to assist parents in parenting or to create organized peer mentorship groups inside schools. Future research will mainly need to concentrate on obtaining more representative and varied samples, such as non-student samples, as well as cross-cultural comparisons in order to verify the universality of the findings and improve their generalizability.

5.5 Conclusion

In an effort to investigate the complex psychosocial determinants that affect adolescents' career decisions, with a specific focus on the roles of peer pressure, self-efficacy, and parental perception, this research sought to identify the influences that determine career decisions. The findings conclusively establish that a career decision is a developmental process that is closely entangled with an individual's psychological and social context and not an isolated event. Self-efficacy is the major psychological driver that immediately and substantially contributes to confidence in professional decision-making, since scientific evidence clearly proves it. Further, the research reveals the intricate but significant roles of parental figures, demonstrating that while an authoritative parenting style fosters the confidence necessary for exploration, in a culturally specific environment, a perceived absence of father guidance could have a negative impact on this process.

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Appendices

Appendix A: Permission Letter

BULC/PSY/2025/180



Bahria University
Discovering Knowledge

02nd May 2025

Permission Letter

Subject: Request for Cooperation for Collecting Research Data

To Whom It May Concern

Respected Sir/Ma'am,

Bahria University is a Federally Chartered Public Sector University. Bahria University was established by the Pakistan Navy in 2000. Since then, it has steadily grown into one of Pakistan's leading higher education institutions with campuses in Islamabad, Karachi, and Lahore.

Department of Professional Psychology (DPP) was established in 2018. The Department offers both BS Psychology and MS Clinical Psychology Programs, aims to give quality education, and promotes ethical and competent psychology practice in Pakistan.

Ms. Madeeha Tahir student of Bahria University Lahore Campus, currently enrolled in MS Clinical Psychology, IV Semester. She is conducting a final year research entitled "*Perceived Parenting, Self Efficacy, Peer Influence and Career Choice in Young Adults*"


For this purpose, she need to collect data from your institute/organization. The information provided will remain confidential, and we will ensure the ethical responsibility of all our participants. The results concluded from the collected data will be used only for educational purposes. The identity of any participant will not be disclosed at any time.

We would like to seek your cooperation in conducting this research. Your assistance in our scientific pursuit will be highly appreciated and acknowledged.

Thanking you in anticipation.

Supervisor

Dr. Samia Rani
Assistant Professor


Dr. Khawer Bilal Baig
Senior Associate Professor/Head of the Department
Department of Professional Psychology
Bahria University Lahore Campus

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7	F. Giorgia Paleari, Laura Celsi, Desirèe Galati, Monica Pivetti. "Gender Differences in the Associations Between Perceived Parenting Styles and Young Adults' Cyber Dating Abuse", Frontiers in Psychology, 2022 Publication	<1%
8	Dietrich, J.. "Career-specific parental behaviors in adolescents' development", Journal of Vocational Behavior, 200910 Publication	<1%
9	Janel E. Benson, Glen H. Elder. "Young adult identities and their pathways: A	<1%

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AI detection includes the possibility of false positives. Although some text in this submission is likely AI generated, scores below the 20% threshold are not surfaced because they have a higher likelihood of false positives.

Caution: Review required.

It is essential to understand the limitations of AI detection before making decisions about a student's work. We encourage you to learn more about Turnitin's AI detection capabilities before using the tool.

Disclaimer

Our AI writing assessment is designed to help educators identify text that might be prepared by a generative AI tool. Our AI writing assessment may not always be accurate (i.e., our AI models may produce either false positive results or false negative results), so it should not be used as the sole basis for adverse actions against a student. It takes further scrutiny and human judgment in conjunction with an organization's application of its specific academic policies to determine whether any academic misconduct has occurred.

Frequently Asked Questions

How should I interpret Turnitin's AI writing percentage and false positives?

The percentage shown in the AI writing report is the amount of qualifying text within the submission that Turnitin's AI writing detection model determines was either likely AI-generated text from a large-language model or likely AI-generated text that was likely revised using an AI paraphrase tool or word spinner.

False positives (incorrectly flagging human-written text as AI-generated) are a possibility in AI models.

AI detection scores under 20%, which we do not surface in new reports, have a higher likelihood of false positives. To reduce the likelihood of misinterpretation, no score or highlights are attributed and are indicated with an asterisk in the report (*%).

The AI writing percentage should not be the sole basis to determine whether misconduct has occurred. The reviewer/instructor should use the percentage as a means to start a formative conversation with their student and/or use it to examine the submitted assignment in accordance with their school's policies.

What does 'qualifying text' mean?

Our model only processes qualifying text in the form of long-form writing. Long-form writing means individual sentences contained in paragraphs that make up a longer piece of written work, such as an essay, a dissertation, or an article, etc. Qualifying text that has been determined to be likely AI-generated will be highlighted in cyan in the submission, and likely AI-generated and then likely AI-paraphrased will be highlighted purple.

Non-qualifying text, such as bullet points, annotated bibliographies, etc., will not be processed and can create disparity between the submission highlights and the percentage shown.



Appendix B: Consent Form

I am Madeeha Tahir, an MS Clinical Psychology student at Bahria University Lahore.

I am conducting research titled "Perceived Parenting, Self-efficacy, Peer influence and Career choice in young adults"

The purpose of this study is to examine the influence of Perceived parenting, Self-efficacy, and Peer influence on Career choice among young adults. This study provide valuable insights for career counseling, educational programs, and interventions designed to support young people in making informed career decisions.

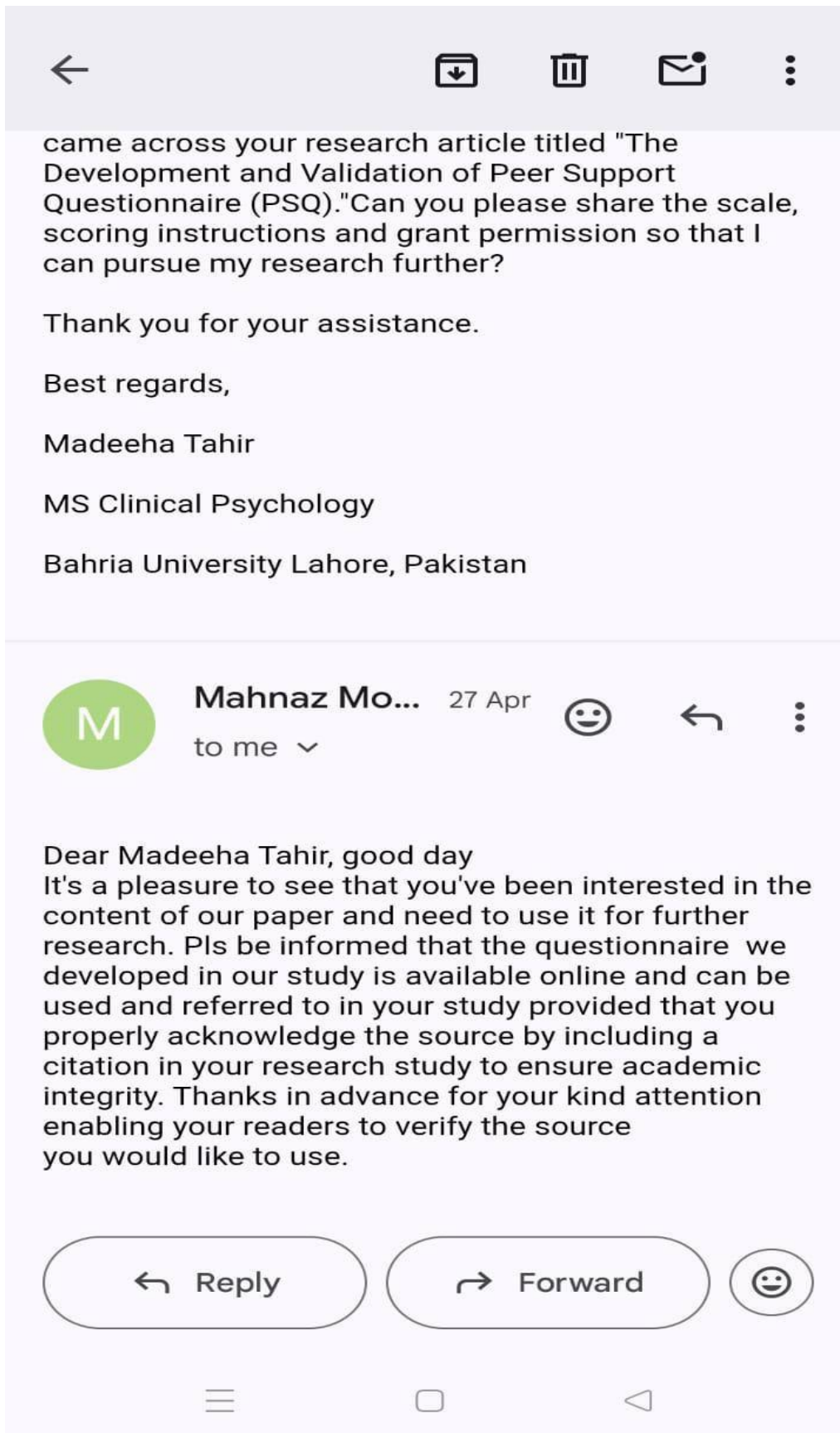
Your participation is voluntary. Your privacy and confidentiality will be strictly maintained. Your responses will be used only for research purposes, reported in aggregate form, and may be shared in academic journals or conferences.

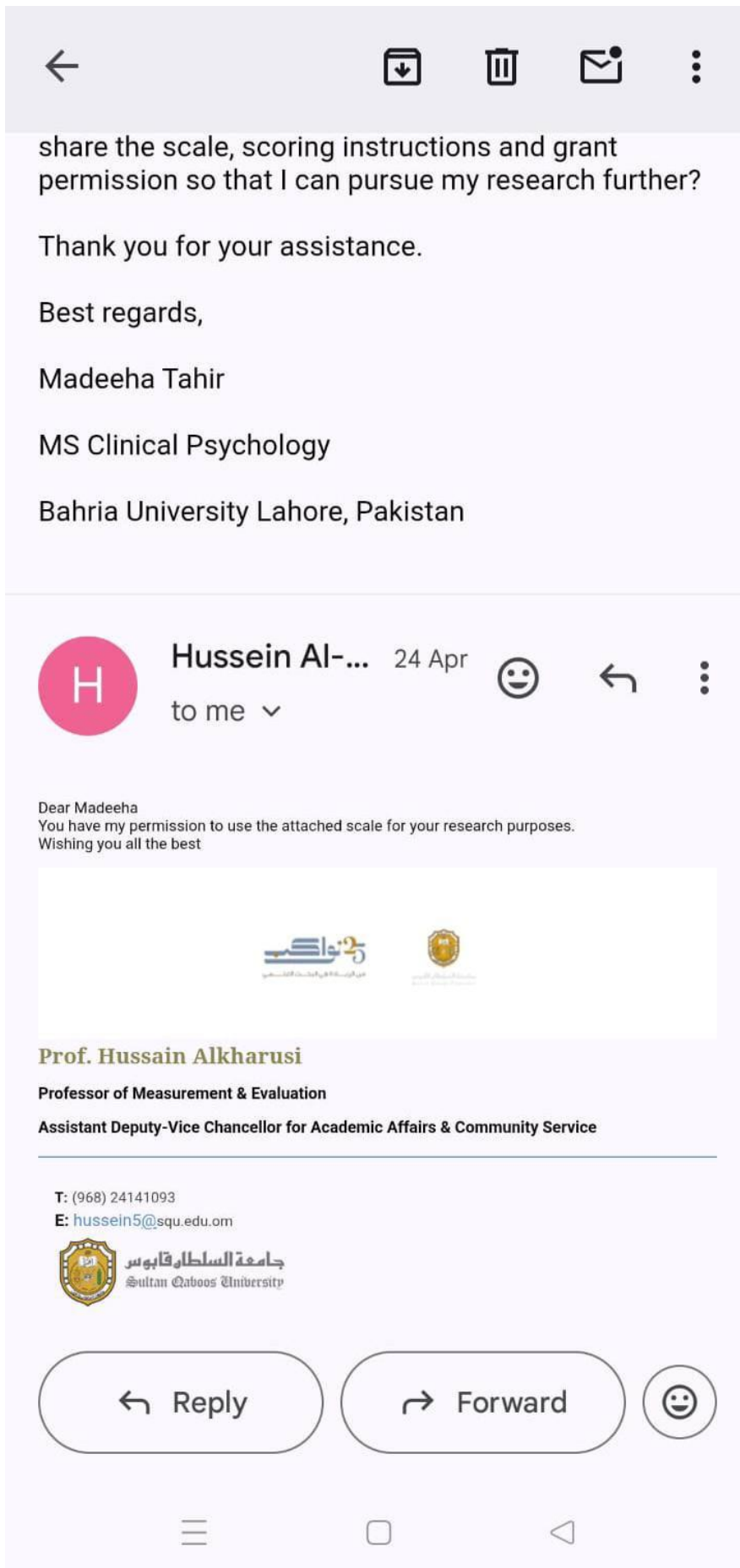
The survey will take about 10-15 minutes to complete.

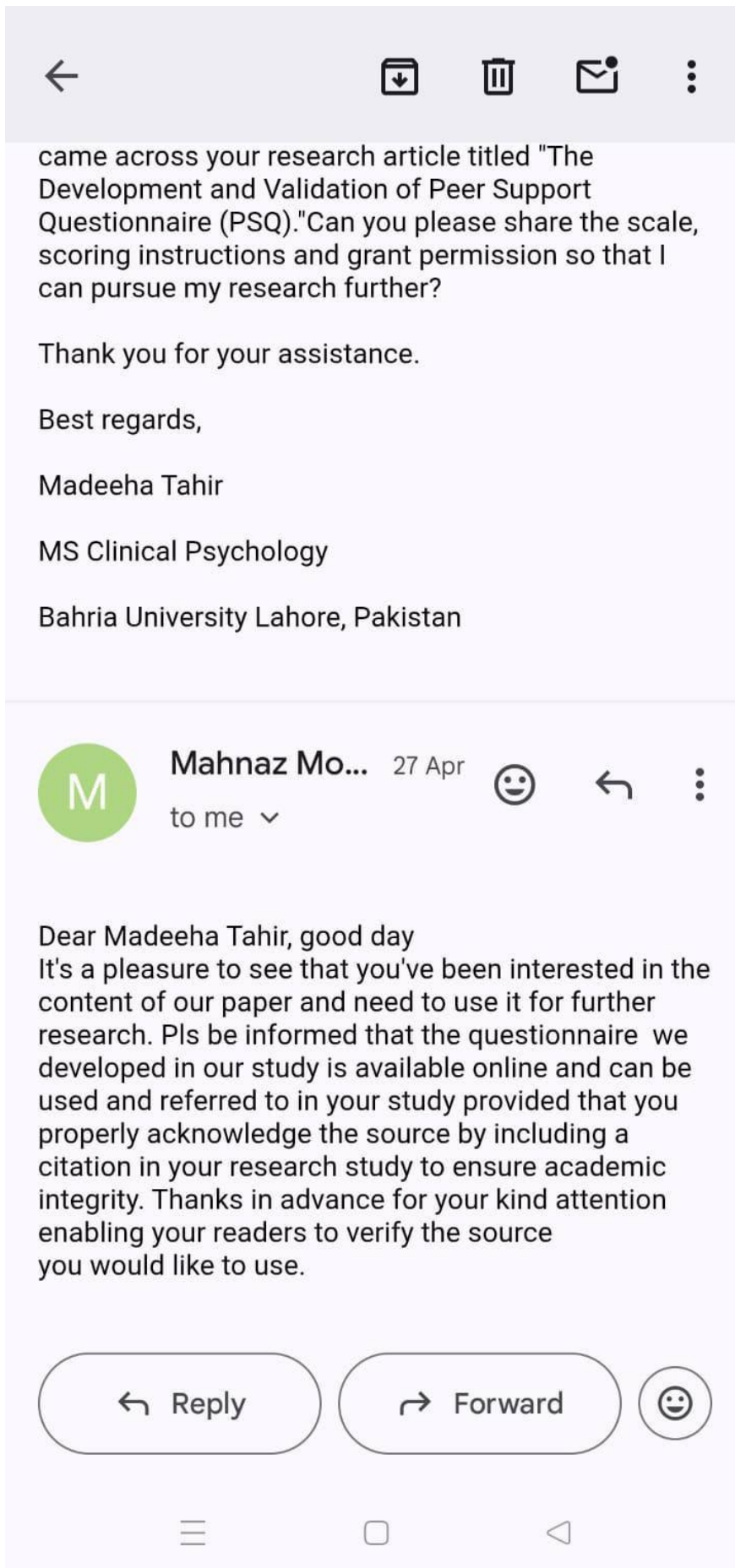
I have understood the study details and willing to participate.

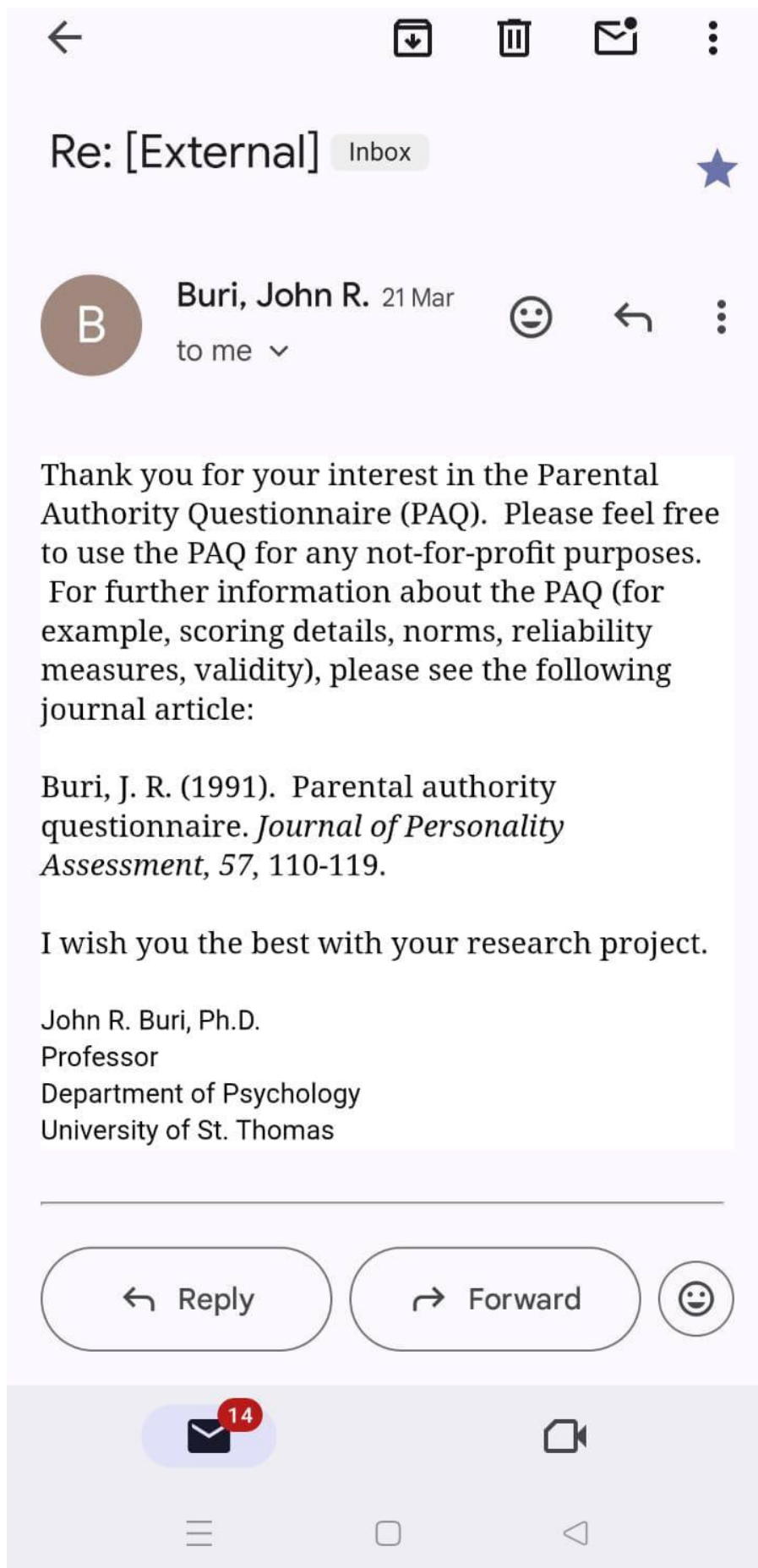
Participant's Signature; _____

Appendix C: Scale Permission











Parental Authority Questionnaire

Instructions: For each of the following statements, circle the number of the 5-point scale that best describes how that statement applies to you and your parent (both mother and father, try to read and think about each statement as it applies to you and your parent during your years of growing up at home. There are no right or wrong answers, so don't spend a lot of time on any one item, be sure not to omit any items. 1: Strongly disagree 2: Disagree 3: Neutral 4: Agree 5: Strongly agree

Sr.no	Statements	Mother	Father
1	Once family policy had been established, my father/mother discussed the reasoning behind the policy with the children	1 2 3 4 5	1 2 3 4 5
2	My father/mother directed the activities and decisions of the children through reasoning and discipline	1 2 3 4 5	1 2 3 4 5
3	As the children in my family were growing up, my father/mother consistently gave us direction and guidance in rational and objective ways.	1 2 3 4 5	1 2 3 4 5
4	My father/mother had clear standards of behavior for the children in our home, but he/she was willing to adjust those standards to the needs of each of the individual children in the family.	1 2 3 4 5	1 2 3 4 5

5	My father/mother gave me direction for my behavior and activities as I was growing up and he/she expected me to follow his/her direction, but he/she was always willing to listen to my concerns and to discuss that direction with me	1 2 3 4 5	1 2 3 4 5
6	As I was growing up, my father/mother gave me clear direction for my behaviors and activities, but he/she was also understanding when I disagreed with him/her.	1 2 3 4 5	1 2 3 4 5
7	As I was growing up, if my father/mother made a decision in the family that hurt me, he/she was willing to discuss that decision with me and to admit it if he/she had made a mistake	1 2 3 4 5	1 2 3 4 5
8	Even if his/her children didn't agree with him/her, my father/mother felt that it was for our own good if we were forced to conform to what he/she thought was right	1 2 3 4 5	1 2 3 4 5
9	Whenever my father/mother told me to do something as I was growing up, he/she expected me to do it immediately without asking any questions	1 2 3 4 5	1 2 3 4 5
10	My father/mother has always felt that more force should be used by parents in order to get their children to behave the way they are supposed to	1 2 3 4 5	1 2 3 4 5

11	My father/mother felt that wise parents should teach their children early who is the boss in the family.	1 2 3 4 5	1 2 3 4 5
12	As I was growing up, my father/mother would get very upset if I tried to disagree with him/her	1 2 3 4 5	1 2 3 4 5
13	As I was growing up, my father/mother let me know what behavior he/she expected of me, and if I didn't meet those expectations, he/she punished me	1 2 3 4 5	1 2 3 4 5
14	My father/mother has always felt that most problems in society would be solved if parents strictly and forcibly dealt with their children when they don't do what they are supposed to.	1 2 3 4 5	1 2 3 4 5
15	My father/mother has always felt that children need to be free to make up their own minds and to do what they want to do, even if this	1 2 3 4 5	1 2 3 4 5
	does not agree with what their parents might want		

16	As I was growing up, my father/mother did not feel that I needed to obey rules and regulations of behavior simply because someone in authority has established them.	1 2 3 4 5	1 2 3 4 5
17	As I was growing up, my father/mother seldom gave me expectations and guidelines for my behavior	1 2 3 4 5	1 2 3 4 5
18	My father/mother feels that most problems in society would be solved if parents did not restrict their children's activities, decisions, and desires.	1 2 3 4 5	1 2 3 4 5
19	My father/mother did not view herself as responsible for directing and guiding my behavior as I was growing up	1 2 3 4 5	1 2 3 4 5
20	My father/mother did not direct the behaviors, activities, and desires of the children in the family	1 2 3 4 5	1 2 3 4 5

Self-Efficacy Scale

Items	Not at all true	Hardly true	Neutral	Moderately true	Exactly true
1. I can always manage to solve difficult problems if I try hard enough					
2. If someone opposes me, I can find the means and ways to get what I want					
3. It is easy for me to stick to my aims and accomplish my goals					
4. I am confident that I can deal efficiently with unexpected events					
5. Thanks to my resourcefulness, I know how to handle unforeseen situations					

6. I can solve most problems if I invest the necessary effort					
7. I can remain calm when facing difficulties because I can rely on my coping abilities					
8. When I am confronted with a problem, I can usually find several solutions					
9. If I am in trouble, I can usually think of a solution					
10. I can usually handle whatever comes my way					

Peer Support Questionnaire

Items	Strongly Disagree	Tend to Disagree	No idea	Tend to Agree	Strongly Agree
1. Peer support enhances my level of knowledge and academic performance.	1	2	3	4	5
2. Peer support makes me actively engaged in my studies.	1	2	3	4	5
3. When I receive peer support, I am equipped with the required knowledge to overcome academic challenges.	1	2	3	4	5
4. With support of my peers I am more likely to pursue further studies and achieve educational goals.	1	2	3	4	5
5. Peer support can enrich knowledge sharing culture.	1	2	3	4	5
6. Peer support can increase my self confidence in the classroom.	1	2	3	4	5
7. With the help of my classmates, I feel less anxious in my academic performance.	1	2	3	4	5

8. With my peers' support, my self-esteem increases.	1	2	3	4	5
9. My peers help me develop emotional security in learning.	1	2	3	4	5
10. My peer classmates offer resources which improve my attention to the available learning materials.	1	2	3	4	5
11. My classmates mostly offer practical help which empowers me to obtain desirable educational outcomes.	1	2	3	4	5
12. When I am provided with my peers' advice, I become more prepared to use learning strategies.	1	2	3	4	5
13. Peer feedback encourages student cooperation to establish a positive learning atmosphere.	1	2	3	4	5
14. Peer feedback promotes and accelerates learning.	1	2	3	4	5
15. Peer feedback enhances students' critical thinking.	1	2	3	4	5

16. Peer support fosters a relationship of mutual learning.	1	2	3	4	5
17. Peer support enhances my sense of belongingness in a learning community.	1	2	3	4	5
18. Peer support establishes a relationship based on trust and respect.	1	2	3	4	5
19. My classmates' friendship increases my chance of acceptance by others.	1	2	3	4	5
20. My peers' support could create an intimate relationship with other classmates based on educational equality.	1	2	3	4	5
21. Peer support can develop my academic identity.	1	2	3	4	5
22. Peer support creates more positive attitudes towards my academic field of study and appreciation of university environment.	1	2	3	4	5

Career Decision Making Self Efficacy Scale

INSTRUCTIONS: For each statement below, please read carefully and indicate how much confidence you have that you could accomplish each of these tasks by marking your answer according to the following 10-point continuum.

	HOW MUCH CONFIDENCE DO YOU HAVE THAT YOU COULD:	N	on	ve	ry	lit	tle	So	m	M	uc	h	C	o	m	pl
1	Determine the steps to take if you are having academic trouble with an aspect of major choice.	0	1	2	3	4	5	6	7	8	9					
2	Accurately assess your abilities.	0	1	2	3	4	5	6	7	8	9					
3	List several occupations you are interested in.	0	1	2	3	4	5	6	7	8	9					
4	Choose a career that will fit your preferred lifestyle.	0	1	2	3	4	5	6	7	8	9					
5	Talk to a faculty member in a department you are considering for a major.	0	1	2	3	4	5	6	7	8	9					
6	Talk to a faculty member in a department you are considering for a major	0	1	2	3	4	5	6	7	8	9					
7	Decide what you value most in an occupation.	0	1	2	3	4	5	6	7	8	9					

8	Ask a faculty member about graduate schools and job opportunities in your major	0	1	2	3	4	5	6	7	8	9
9	Get involved in a work experience relevant to your future goals.	0	1	2	3	4	5	6	7	8	9
10	Choose a major career that will fit in your interests.	0	1	2	3	4	5	6	7	8	9
11	Decide whether or not you will need to attend graduate or professional school to achieve your career goals.	0	1	2	3	4	5	6	7	8	9
12	Choose a major or career that will suit your abilities.	0	1	2	3	4	5	6	7	8	9
13	Plan course work outside of your major that will help you in your future career.	0	1	2	3	4	5	6	7	8	9
14	Identify some reasonable major or career alternatives if you are unable to get your first choice.	0	1	2	3	4	5	6	7	8	9
15	Figure out what you are and are not ready to sacrifice to achieve your career goals.	0	1	2	3	4	5	6	7	8	9
16	Talk with a person already employed in the field you are interested in.	0	1	2	3	4	5	6	7	8	9

17	Choose the best major for you even if it took longer finish your college to degree.	0	1	2	3	4		5	6		7	8	9
18	Identify employers' firms, institutions relevant to your career possibilities.	0	1	2	3	4		5	6		7	8	9
19	Find information about graduate or professional schools	0	1	2	3	4		5	6		7	8	9
20	Successfully manage the job interview process.	0	1	2	3	4		5	6		7	8	9