Analysis Of Peers’ Role In Social Development Of University Students At Public Sector Of Punjab, Pakistan

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Abstract:
The aim of this study is to analyze the peers’ role in social development of university students at public sector in Punjab, Pakistan. Objective of the study was to understand and analysis the various factors affecting on social development of university students at public sector of Punjab, Pakistan. The study was descriptive in nature, and survey method was adopted. The population of the study was comprised from all students male and female of all the faculties and departments of Khawaja Fareed University of Engineering and Information Technology, Rahim Yar Khan. The sample of the study was consisted of Three hundred (300) students (male/female) of all programs of all departments of Khwaja Fareed UEIT, Rahim Yar Khan. The questionnaire was designed as data collection tool by the respondents. A pilot study was conducted to ensure the validity of the tool. The collected data was analyzed using the relevant statistical formulas like percentage, frequency, standard deviation, and mean, by SPSS. T-Test analyzed the significant difference of peers’ group in social development of university students is the main sub- variable of this research study (Carter, Hughes, Guth, & Copeland, 2005). Analysis of peers’ role in social development of university students was determined by BS, and MSc students. Accumulative mean score 3.08 of social interaction reveals the prevalence of moderate level of peers for social development. Among biographic factors in gender difference, semester wise, mother’s profession wise and residence wise social development shows high differences between male and female respondents, whereas spring semester respondents is comparatively higher than their fellows of fall semester respondents. In residence wise social development of peers shows that social interaction is comparatively higher among the students of rural areas (M=18.5422) than their fellows of urban
areas (M=17.8824). In mother’s profession wise social development of peers shows that the social interaction of peers with mother’s Govt. employee (M = 16.6512) is comparatively higher than their house wife mother (M=15.9150).

**Keywords:** Peer’s role, Social development, Social interaction, Biographic factors

**Introduction:**
Peers or a group of students who have similar interests, age, background, or social status serve as an important source of information, feedback, and support to individuals as they develop a sense of self. According to Kendal & Andrews, peers help socialize an individual by reinforcing or punishing behaviors or interpersonal interactions. Peers are essential throughout one’s social development, but research suggests this is particularly true during adolescence and university level (Megens & Weerman, 2012).

A peer group serves as an acculturation and learning agency for its members. The perspectives of influential individuals in their surroundings, such as family, teachers, and classmates, help every kid develop a sense of self. When a child leaves the comfort of his or her home, the process of developing self-perception and socialization begins (Shulman, Krause, & Cameron, 2009). In the process of moving out from their homes and into schools and the broader community, children create relationships and friendships with their peers as they play together. This relationship has an effect on how people behave. The impact of peer groups on students' academic achievement is heavily reliant on the talents and potentials of the students. Growing up, a child's own peer group or relationship is likely to become more significant to him or her than even his or her own parents or instructors (Hébert, 2001).

Peer groups with members who are driven to study, on the other hand, will have a positive impact on the attitudes of the dull members toward academic work. It has been shown that peer groups have a range of consequences on academic achievement (KENNI, 2021). One of the techniques is to look for similarities between models. When a student observes a successful peer, his or her own self-motivation to achieve better might be strengthened. Peer groups in the classroom may be used by teachers to develop group activities for learning and to encourage peer counseling among students (Farmer, Lines, & Hamm, 2011). However, peer groups may have a detrimental impact on socialization as well. For example, when they encourage and implant antisocial conduct, immoral activities and drug experimentation in children. The influence of peer groups may be both beneficial and destructive. Taking part in sports and volunteering for community and social activities may all have a significant influence on one's health and well-being. The social contexts in which children live have important influences on their development. According to Bronfenbrenner, thereof the contexts in which children spend much of their time are families, peers and school (Christenson & Anderson, 2002).

Social development is an important aspect of child development. It is the ability to form positive and pleasing relationships with others (Cohen and others 2005). Social development includes
learning the values, knowledge and skills that enable children to relate to others effectively and to contribute in positive ways to family, school and the community. This kind of learning is delivered on to children by three means: directly by parents and teachers; indirectly through social relationships within the family or, with friends, and through children’s participation in the culture around them (Sénéchal & Young, 2008). Through their relationships with others and their developing awareness of social norms, values and expectations, children construct a sense of identity (who they are). As children develop socially, they not only learn how to react appropriately in variety of situations but also play role in shaping their relationships (Grusec, 2002).

The development of the social and emotional health of a child is important for the development of his appropriate (right) behavior, understanding of life and shift to adulthood. Social emotional development helps shape a child into what he will become later in life by teaching proper reactions to emotional matters (Sawyer et al., 2012). Social skills are all about a child’s ability to cooperate and play with others paying attention to adults and teachers, and making reasonable transitions from activity. Emotional development is the process of learning how to understand and control emotions (Fabian & Dunlop, 2007).

Human beings are naturally social. Developing skills in this domain increase child’s capacity to be successful at school and in social life. Development in social skills enhances mental health, success at work and the ability to be use full citizen (Greenberg, Domitrovich, Weissberg, & Durlak, 2017).

Social skills include various abilities such as communication, problem-solving, decision making, self-management, and peer relations. These skills enable an individual to build and maintain positive social relationships with others. Extreme social behaviors interfere with learning, teaching, and the classroom’s organization (Greenberg et al., 2017). Social competence is related to peer acceptance, teacher acceptance, present success and future (post school) success. If a child does not display appropriate social skills, other children don’t like him and will not make friends with him. Sometimes children work hard to display the new and better behaviors they’ve been told to show, but are still excluded by others, perhaps due to past reputation or maybe because others don’t like the newly learned behaviors which don’t seem “nature”. At other times, students may still fail because they have difficulty monitoring and controlling their behavior when unexpected reactions occur. Teacher can help students how to cope with such social problems and develop adjustment ability in the circle.

Female students at university level spend their time among male and female students. In this way, they develop their personality and vision by communicating with both genders. But it is natural that female students feel easy among female students. They prefer to communicate play and discuss with female students. These habits, behavior and attitude develop and flourish at university level. Female students at university level become mature, confident and awesome in the company of male and female students (Edwards, 2017).
Among male and female students at university level, by peer group work, play an important yet changing roles across the life span, especially, peer relationship among female students is therefore likely to be a powerful influence on personality development across the life span, which develops the male and female personality. They become not only successful, competent and skilled professionals but also active, dynamic and tolerant in practical life. They have achieved ability to tackle the daily facing problems of life successfully (Peterson, 2013).

In social development process, male and female students at university level can get many advantages. They are able to manage company’s growth and development for getting new ideas, skills and improving their personality. In this way, it is necessary for students to avail of every chance during peer work. They should not miss anything during their process of peer work. They should be active and vigilant during peer work, not wasting any moment (Füller, 2010).

In peer group work, accountability and self-analysis also play an important role for correcting and reforming their mistakes and weaknesses. They look forward for personal support which will enhance their confidence and talent. Authorities should make it sure that peer group must be rich in resources so that male and female students may be able to avail of and enjoy the opportunity fully and completely (Hellison, 2010).

In peer group, male and female students must be able to spend some time listening and expressing ideas and opinions with one another so that they may be able to express their point of view clearly and confidently. For this, literary club and activities may provide chances to female students to participate in debate competition and speeches etc. In this way, they will improve their communicative skills (Hellawell, 2006).

In peer group work, female students face many difficult situations. They should be ready to learn from their failure and success because in peer group work many different unexpected (Boyle, Labrie, Froidevaux, & Witkovic, 2016) situations may be occurred at different levels. So, the female students should be ready to face these unexpected situations successfully and solve the difficult situation confidently and carefully, so that female students should be ready to face unexpected situation successfully and solve the difficult situation confidently and carefully so that they may not repeat these mistakes and failures again and again. They should be able to achieve perfection in their work and performance.

Peer relationships provide unique content in which university students learn a range of critical, social-emotional skills, such as, empathy, cooperation, and problem-solving strategies (Webster-Stratton & Reid, 2004). Peer relationships can also contribute negatively to social-emotional development through bullying, exclusion, and deviant peer processes.

Peer interactions serve as the foundation for many important aspects of emotional development such as the development of self-concept, self-esteem, and identity (Alsaker & Kroger, 2006).
Students learn about themselves during interactions with each other and use this information to form a sense of their own selves who they are.

During peer work, students may face some negative effects which include smoking of cigarettes, or drug, lying, back-biting, and some quarrels etc. Peers have many positive effects include in a sense of belonging and support. Peers group problem is an issue that cut across diagnostic categories and children’s conditions. Peer problem are a critical target of treatment as they are a strong predictor of negative long-term outcomes.

Most research suggests that family is the most influential in the social development of both male and females. The role of peers can be highly influential (Karakos, 2014), particularly in childhood and then at university level. Socialization is the process by which an individual (Shaidullina, Amirov, Muhametshin, & Tynchervoy, 2017) acquires the behavioral and social skills needed and learns the social norms of his or her culture, in order to become a functioning and accepted member of the group. However, the process of socialization not only teaches appropriate behaviors within a group but can also influence how to flourish one’s hidden abilities and talent. Peer group is very important for at university level to develop their personality and brighten their hidden talent by different peer group activities, communication and interaction. In this way, female students at university level learn their gender role, female typed behavior and attitude through their interaction with their female peers. Female students spend much more of their time in peer group which improve their creative abilities.

As a whole, Analysis of peers’ role in social development of university students at public sector of Punjab, Pakistan is very vital and important. This is helpful in character building and in practical life. Through peer groups, students may brighten their hidden potentials and qualities. So, it is necessary that authorities should arrange such peer work at university level with which may improve the positive thinking, aspects and instinct of the female students so that that may become responsible and useful members of the society.

**Objectives**

- To understand the insight and aspects of peers regarding social development of students at university level.
- To analyze the peers’ role in social development of university students at public sector of Punjab.

**Research Questions**

The main purpose of this piece of study was to investigate the analysis of peers’ role in social development of university students at public sector in Punjab, Pakistan. The level of university students to their social development is determined by the formulation of the research questions.

- What are the insights and aspects of peers regarding social development of students at university level?
• What is the effect of peers’ role regarding social development of students at university level?

Research Hypothesis:
H0: There is no significant difference of peers’ role in social development of university students.

Social development
The points discussed for the social development of peers’ role are as fellows.

1. Social interaction
Peer relationships provide a unique context in which children learn a range of critical, social, emotional skills such as empathy, cooperation, and problem solving strategies. Peer relationships can also contribute negatively to social, emotional development through bullying, exclusion, and deviant peer processes.
Positive social interactions are interactions that take place between peers that are positive in nature and successful both students involved. These peer interactions are important because they lead to positive social and emotional development in students. Research has shown that children who can interact successfully with their peers, even during pre-university are more popular, have stronger friendships, and are included more often in classroom activities than students who lack these skills. Peer interaction serves as the foundation for many important aspects of emotional development such as the development of self-concept, self-esteem and identity. Students learn about themselves during interaction with other and use this information to form a sense of their own selves- who they are. Usually peer interactions our when students are playing, sharing, taking turns. Using verbal (talking) and non-verbal (smiling, waving) communication with other.

2. Self Confidence
Peers work among university students develops their self confidence. Have you relate to your peers often determines yourself, image and self confidence. All students compare themselves with the other students they are around. And especially during the teen years, Peers can be more important than family to the opinions students form of themselves. Many experiences with our peers can affect our self concept, when you are excluded from or bullied by peers, your self confidence and self esteem can be greatly affected. You can develop feelings of inferiority, resentment, depression, anxiety and many even wish to withdraw from society. So, positive activities should arrange to develop self confidence among students.

3. Peers’ Co-operation
Engaging students, collaborative and cooperative learning can occur peer to peer or in larger groups. Peers learning, or peer co-operation, is a type of collaborative learning that involves students working in peers or small groups to discuss concepts or find solution to problems.
Co-operative learning has been shown not to not only develop higher level thinking skills in students, but boost their confidence and self-esteem as well. Group projects can maximize educational experiences by demonstrating the material, while improving social and interpersonal skills. Peer cooperation encourages problem solving. It allows employees to learn from each other during peer work. Students learning capacity and productivity rates go up by peer co-operation. Through co-operation over all problems solving becomes easier. Team collaboration increases the organization potential for charge. Remote teams by co-operation work are more efficient.

4. Interests in Learning
University students during peer work in social development can make the process of learning interesting by co-operation, interaction and encouragement. Peer influence can mobilize students’ energy and motivate for success. Peers can act as positive role which affects his academic performance. Stronger students do have some impact on their peers and improves the overall academic performance. For interest in learning, areas of the brain associated with reward are more active when they are with peers, giving them a lot of positive feedback when they are being observed or interacted with others. For the same reason, they are learning more quickly in the presence of their peers. To make learning interesting, friendly atmosphere, sharing objects, providing a play idea to a peer, saying something nice to friends are very important key points. A single instructional approach, such as peer learning, does not suit all students. It consists of a diverse variety of activities. According to researchers at the University of Ulster, eleven distinct peer learning models have been identified (Levy 2014). There were a variety of models, from the traditional proctor model, in which seniors advise juniors, to the more creative learning cells model, in which students from the same year form groups to assist one another with course material as well as personal difficulties. There were also discussion seminars, private study groups, parrainage (a buddy system or counseling), peer-assessment schemes, collaborative project or laboratory work, projects done in groups of changing sizes (cascading groups), workplace mentoring, and community activities (Morsel, 2020). The potential of peer learning is starting to be recognized, but an examination of how it is implemented in current courses indicates that approaches are typically introduced haphazardly, with little consideration given to their repercussions (Ito, Gutierrez et al. 2013). Applied haphazardly, such approaches might lead to confusion among students who are not acquainted with them, resulting in their missing out on valuable learning opportunities and failing to acquire the talents that are required of them.

5. Appreciations and Encouragement
While appreciation and encouragement from one’s supervisor may be more desired and impactful, support and encouragement from peers may be very beneficial in social development of university students. You can appreciate peers at work, that you are a great person to work with and I truly appreciate the time and effort you put it. You may say, “I have really enjoyed the opportunity to get to work closely with you in the past few months. Getting alone with colleagues is a significant factor in professional well being. Professional relationships, like personal one’s need to be nurtured.
and cared for encouraging your peers to openly express their gratitude towards their peers can strengthen these relationships. The best way to encourage your peer is to figure out what makes them back and align their personal and professional goals with their role in your company as best you can.

6. Moral Developments
Peers work in social development of university students contribute to the maturity of students’ moral development. The process of interaction with peers can change many things that happen in one’s life including behavior (walker, Henning & Kretteneurzone). In addition, peer interactions and moral development affect the behavior of aggression. Moral development can be promoted by setting clear rules for your students in regards to the values you been important. Moral development helps the students in improving their beliefs because it is possible to believe wrong things.

Research Methodology
Research methodology has been divided into the following parts:

Nature of the study
This study is descriptive in nature. Hence survey type research design was used for this piece of research. The study was conducted by adopting the procedure to analyze the role of students at the university level, so, it is an exploratory study. This study has consisted of the following procedure.

Population
Population of the study comprised of;
- All students male and female of all the faculties and departments of Khawaja Fareed University of Engineering and Information Technology, Rahim Yar Khan were included in the population.

Sampling technique
The teachers and peers of different areas also in same university possess different experiential background with many factors affecting their social development and standards of living. Literacy rate is the main factor of an area has some affect on the social development of the people. To get the true representative sample out of accessible population, the university was divided on the base of their faculty and departments to select the simple random sampling technique for the sample.

Sample of the study
For this study, simple random sampling university was used to select the sample. From the population, a sample of five students from each program was select under the following procedure.
Three hundred (300) students (male/female) of all programs of all the departments were the sample of this study.

**Instrument**
Data collected through using research tool which are as under.

**Questionnaire for students**
One questionnaire on five-point likert scale, consisted of 46 statements was prepared and delivered to the male and female students of Khwaja Fareed University of engineering and information technology Rahim Yar Khan. The Qualitative responses will be transformed into themes through coding, while, the quantitative data will be analysis through statistical formals.

**Validity of the Instrument**
The questionnaire was validated by the supervisor and educational experts. Corrections and suggestion made and incorporated into the instrument before it was approved for used in the field by pilot study.

**Data Collection**
Data was collected on five-point likert scale. Qualitative responses were transformed to quantitative data for statistical interpretation in order to reach conclusions.

**Data Analysis**
The collected data was feed into data sheet. Data was collected through questionnaire, and analyzed by using statistical package for social sciences (SPSS-23). To achieve the objectives of the study, the data was analyzed through using relevant statistical formulas as, the percentage, frequencies, and mean score by applying the t-test and ANOVA. The findings were presented in terms of percentage and mean score. The conclusions were drawn and recommendations were made after the analysis of data.

Details of selected sample of KFUEIT are shown in the form of a chart
Table 1 Statement of Students’ responses showing peers’ role about Social Interaction.

<table>
<thead>
<tr>
<th>S.N O</th>
<th>Statement</th>
<th>Level of Agreement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>mean</th>
<th>Std</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q1</td>
<td>I like peers as a family member.</td>
<td>F</td>
<td>134</td>
<td>115</td>
<td>10</td>
<td>24</td>
<td>07</td>
<td>3.81</td>
<td>0.92</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>46.2</td>
<td>33.8</td>
<td>2.4</td>
<td>2.4</td>
<td>3.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q2</td>
<td>We follow teachers as a role model.</td>
<td>F</td>
<td>109</td>
<td>132</td>
<td>15</td>
<td>21</td>
<td>10</td>
<td>3.92</td>
<td>1.01</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>37.6</td>
<td>45.5</td>
<td>5.2</td>
<td>7.2</td>
<td>3.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q3</td>
<td>All of my peers follow the instruction</td>
<td>F</td>
<td>112</td>
<td>99</td>
<td>10</td>
<td>47</td>
<td>22</td>
<td>3.20</td>
<td>1.31</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>38.6</td>
<td>34.1</td>
<td>3.4</td>
<td>16.2</td>
<td>7.6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

KFUEIT

Total Faculty = 4

Total departments = 14

Total Programs = 60

Total students from 60 programs = 300

Total boys = 10000

Total girls = 5000

Students selected as sample from each program = 5*60 = 300

Sample size = 300

http://www.webology.org
| Q4 | All of my peers belong to well educated families. | F | 135 | 94 | 20 | 29 | 12 | 1.927 | 6  | 287 |
|    |                                                | % | 46.6 | 32.4 | 6.9 | 10.0 | 4.1 |       |    |     |
| Q5 | My peers’ behavior is good to all the personnel of the university. | F | 102 | 134 | 13 | 22 | 19 | 2.041 | 4  | 684 |
|    |                                                | % | 35.2 | 46.2 | 4.5 | 7.6 | 6.6 |       |    |     |
| Q6 | I promote positive social interaction with peers during group activities. | F | 104 | 135 | 16 | 27 | 6  | 3.013 | 8  | 137 |
|    |                                                | % | 35.9 | 46.6 | 5.5 | 9.3 | 2.1 |       |    |     |
| Q7 | I feel lonely without peers.                  | F | 108 | 120 | 4  | 38 | 20 | 3.110 | 3  | 455 |
|    |                                                | % | 37.2 | 41.4 | 1.4 | 13.1 | 6.9 |       |    |     |
| Q8 | I use positive social skills with peers to develop strong relationship. | F | 120 | 120 | 17 | 28 | 5  | 3.889 | 7  | 254 |
|    |                                                | % | 41.4 | 41.4 | 5.9 | 9.7 | 1.7 |       |    |     |
| Q9 | I plan social interaction with peers           | F | 104 | 131 | 8  | 21 | 26 | 2.828 | 1.21| 697 |
The table 1 shows that 8.3% of students at university level in the sample disagree with the statement that they follow they like peers as a family member whereas 40% of the students agree with this statement. Similarly, 7.2% of the university students in the sample also disagree with the statement that they follow their teachers as a role model whereas 46% of the students agree with the statement. The table indicates that 16.2% of the students in the sample provided their dissent with the statement that they all of my peers follow the instructions of the teachers whereas 34.1% agree with this statement. It illustrates that 10.0% of the university students in the sample disagree with the statement that all of my peers belong to well educated families whereas 47% of the students agree with this statement. Data report that 7.6% of the university students deny the idea of my peers’ behavior is good to all the personnel of the university whereas 46.2% of the university students accept the idea of this statement. The table demonstrates that 9.3% of the university students in the sample disagree with the statement that they promote positive social interaction with peers during group activities whereas 47% of the students accept the concept of this statement. The table demonstrates that 13.1% of the students in the sample disagree with the statement that students feel lonely without peers whereas 41.4% of the students accept the concept of this statement. It shows that 9.7% of the students in the sample disagree with the statement that they use positive social skills with peers to develop strong relationship whereas 41.4% of the university students agree with this statement. The table presents that 7.2% of the university students in the sample deny the statement that they plan social interaction with peers throughout the classroom to provide opportunities for positive social behaviors whereas 45.2% of the students accept the idea. Accumulative mean score of first factor of social interaction is 3.08 which show prevalence of moderate level of social interaction of peers’ among the participants.

Table 2: Analysis of peers’ role across Gender difference about social interaction

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>t-value</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>205</td>
<td>18.0976</td>
<td>6.35704</td>
<td>.44400</td>
<td>.111</td>
<td>.192</td>
</tr>
</tbody>
</table>
Table 2 analysis the impact of peers about social interaction among male and female respondents. The t-value .111 is insignificant at the level of .05 which shows insignificant difference between male and female respondents about their social interaction. The mean difference 0.0854 shows that the prevalence of social interaction of male (M=18.0976) peers is comparatively higher than their fellows of female respondent (M=18.0122).

Table 3: Analysis of peers’ role across semester base difference about social interaction

<table>
<thead>
<tr>
<th>Semester</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>t-value</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>91</td>
<td>17.5714</td>
<td>6.95404</td>
<td>.72898</td>
<td>-8.77</td>
<td>.382</td>
</tr>
<tr>
<td>Spring</td>
<td>196</td>
<td>18.3061</td>
<td>5.76712</td>
<td>.41194</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3 illustrates the impact of semester-wise about social interaction among male and female respondents. The t-value -8.77 is significant at the level of .05 which shows the significant differences between male and female respondents of peers about their social interaction. The mean difference -0.7347 reveals that the social interaction of spring semester respondents (M=18.3061) is comparatively higher than their fellows of fall semester respondents (M=17.5714).

Table 4: Analysis of peers’ role across mother’s profession based difference about social interaction

<table>
<thead>
<tr>
<th>Mother’s Profession</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>t-value</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee</td>
<td>43</td>
<td>16.6512</td>
<td>6.01935</td>
<td>.91794</td>
<td>1.247</td>
<td>.218</td>
</tr>
<tr>
<td>House wife</td>
<td>247</td>
<td>15.9150</td>
<td>6.60291</td>
<td>.42013</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4 States the impact of mother’s profession of Govt. employee and house wife mother of peers about social interaction. The t-value 1.247 is insignificant at the level of .05 which shows the insignificant differences between mother’s profession of employee and house wife with social interaction. The mean difference 0.7362 shows that the social interaction of peers with mother’s Govt. employee (M = 16.6512) is comparatively higher than their house wife mother (M=15.9150).

Table 5: Analysis of peers’ role across residence wise difference about social interaction
Table 5 determines the impact of residence wise difference of peers about social interaction among urban and rural respondents. The t-value -8.61 is insignificant at the level of .05 which shows the insignificant differences between urban and rural respondents with social interaction. The mean difference -0.6598 explain that the prevalence of social interaction with peers is comparatively higher among the students of rural areas (M=18.5422) than their fellows of urban areas (M=17.8824).

Findings

- 8.3% of students at university level in the sample disagree with the statement that they follow they like peers as a family member whereas 40% of the students agree with this statement. 7.2% of the university students in the sample also disagree with the statement that they follow their teachers as a role model whereas 46% of the students agree with the statement. 16.2% of the students in the sample provided their dissent with the statement that they all of my peers follow the instructions of the teachers 34.1% agree with this statement. It illustrates that 10.0% of the university students in the sample disagree with the statement that all of my peers belong to well educated families whereas 47% of the students agree with this statement. 7.6% of the university students deny the idea of my peers’ behavior is good to all the personnel of the university. 46.2% of the university students accept the idea of this statement. 9.3% of the university students in the sample disagree with the statement that they promote positive social interaction with peers during group activities whereas 47% of the students accept the concept of this statement. The table demonstrates that 13.1% of the students in the sample disagree with the statement that students feel lonely without peers whereas 41.4% of the students accept the concept of this statement. 9.7% of the students in the sample disagree with the statement that they use positive social skills with peers to develop strong relationship whereas 41.4% of the university students agree with this statement. 7.2% of the university students in the sample deny the statement that they plan social interaction with peers throughout the classroom to provide opportunities for positive social behaviors whereas 45.2% of the students accept the idea. Cumulative mean score of first factor of social interaction is 4.00 which show prevalence of higher level of social interaction of peers’ among the participants.

- The t-value .111 is insignificant at the level of .05 which shows insignificant difference between male and female respondents about their social interaction. The mean difference
0.0854 shows that the prevalence of social interaction of male (M=18.0976) peers is comparatively higher than their fellows of female respondent (M=18.0122).

- The t –value -8.77 is significant at the level of .05 which shows the significant differences between male and female respondents of peers about their social interaction. The mean difference -0.7347 reveals that the social interaction of spring semester respondents (M=18.3061) is comparatively higher than their fellows of fall semester respondents (M=17.5714).

- Employee and house wife mother of peers about social interaction. The t –value 1.247 is insignificant at the level of .05 which shows the insignificant differences between mother’s profession of employee and house wife with social interaction. The mean difference 0.7362 shows that the social interaction of peers with mother’s Govt. employee (M = 16.6512) is comparatively higher than their house wife mother (M=15.9150).

- The t –value -8.61 is insignificant at the level of .05 which shows the insignificant differences between urban and rural respondents with social interaction. The mean difference -0.6598 explain that the prevalence of social interaction with peers is comparatively higher among the students of rural areas (M=18.5422) than their fellows of urban areas (M=17.8824).

Discussion:
The main purpose of current study is to analyze the peers’ role in social interaction of Khawja Fareed university of Engineering and Information Technology Rahim Yar Khan. It focuses to determine the role of peers based on KFUEIT factors influencing the social development of students. The first objective of the study is to determine the role of peers in the social development of students at university level. The Initial description of the findings indicates various aspects of peers’ role with social development. Scale wise responses of the participants show cumulative mean score of 3.08. It reveals that respondents of KFUEIT students possess moderate level of peers’ role regarding social interaction. In gender based t-test shows that the prevalence of social interaction of male (M=18.0976) peers is comparatively higher than their fellows of female respondent (M=18.0122). While semester based response reveals that the social interaction of spring semester respondents (M=18.3061) is comparatively higher than their fellows of fall semester respondents (M=17.5714). Whereas, mother’s profession wise response shows that the social interaction of peers with mother’s Govt. employee (M = 16.6512) is comparatively higher than their house wife mother (M=15.9150). In residence wise response of university students shows that the prevalence of social interaction with peers is comparatively higher among the students of rural areas (M=18.5422) than their fellows of urban areas (M=17.8824).

Conclusions:
This research study aim is to analyze the role of peers in social development at university level. The conclusions of this study were categorized according to its objectives and research questions. The conclusions of this study based on research findings as follows:
Peers’ role on social interaction
The first factor of study was related to social interaction of peers at university level. The study concluded that majority of the students learn social values from peers while few were strongly disagreed and small number of university students were undecided with the statement. But majority of university students like peers as family members. Mean score and SD supported the statement. It was also revealed that majority of students follow their teachers as role model, however some of students were disagreed, and few number of students were undecided with the statement. Overall majority of students agreed that they follow as a role model. Mean score and SD supported the statement. It was explored that majority of respondents agreed that they promote positive social interaction with peers during group activities, however some of the students were disagree, and very few prospective teachers were undecided with the statement.

Recommendations:
On the basis of findings and conclusions, the researcher suggests the following recommendations:
- Universities should adopt the strategies to develop learning environment where students can discuss and share their educational and personal experiences.
- University administration should create a sense of security and belongingness among students it will be useful for social development.
- Moreover, universities should organize seminars, conferences and workshops on the importance of social development and social interaction within and outside the classroom.
- It is recommended that greater attention should be given to co-curricular activities to provide opportunities to the university students, so they can choose and participation in the events according to their aptitude and interest.
- It is also recommended that there should be close relationship between teachers and students. Teachers should plan group activities to improve social interaction.
- There should not gender discrimination among students. They should be given proper opportunities to all students to show their capabilities.

References:


