A STUDY ON THE INFLUENCE OF PERSONAL BACKGROUND AND ACADEMIC PRESSURE ON CAREER DECISIONS OF ART MAJORS IN UNIVERSITIES

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ABSTRACT

College is a critical period for personal career development, and students must make major decisions such as primary choice and future career direction. Art students especially face unique challenges, such as combining creativity and technology and changing market demands. With the expansion of higher education, students' academic pressure increases, influencing their career decisions. This study explores the relationship between personal background, academic pressure, career decisions, and college art students to guide educational institutions and students. Independent variables include personal background (gender, grade, professional, family economic situation, personal career planning consciousness, five dimensions) and Academic pressure (personal level Academic pressure, school level Academic pressure, family level Academic pressure, three dimensions), dependent variables for career decision (anxiety hesitation, lack of personal cognition, education and professional knowledge, timing, external barriers five dimensions). The questionnaire survey method was conducted by email for the art students of Shanghai Vocational College of the Arts, and SPSS was used for data analysis. The study methods included descriptive statistics, independent sample t-test, one-way ANOVA, Pearson's correlation analysis, and multiple regression analysis. The sample recovery is efficient, and the distribution of gender and grade is balanced, covering the four major art majors. The study process includes three stages: questionnaire design and pre-test, formal test and data collection and analysis, and finally SPSS for data analysis.

Keywords: college art major students, personal background, academic pressure, career decision

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Introduction

In the context of global economic integration and cultural diversity, art education is increasingly closely related to the job market. According to the World Art Education 2021 Report released by UNESCO, the number of art students worldwide continues to grow. However, the job market requires increasing skills and abilities. With the vigorous development of the creative industry today, college art students are facing a more complex and changeable employment environment. International research shows that many factors influence art students' career decision-making process, including personal background, academic pressure, etc.(Arun T and Thomas S, 2012).This study aims to explore how these factors affect the career decisions of art students in universities and provide a reference for international art education. In recent years, with the rapid development of China's economy and the rise of the cultural industry, art majors have become a popular choice in higher education. However, according to the Report on the Quality of Higher Education in China (2022) released by the Ministry of Education, the employment situation of art graduates is still grim, the employment rate is relatively low, and there are noticeable inter-professional differences (Ministry of Education, 2022). The career decision-making process of university art students is influenced by multiple factors, such as personal background and academic pressure (Hu, Ho, & Nguyen, 2025). Aiming at art students in domestic universities, we reveal the internal connection between these factors and career decisions through empirical analysis, which provides a scientific basis for improving the employment situation of art graduates.

With the rapid development of digital technology and the continuous upgrading of cultural consumption, creative industries have become important to promote economic and social development. As the core part of the creative industry, the art industry has broad development prospects. However, it faces fierce market competition and rapid technological iteration (See, 2025). This industry situation requires college art students to have solid professional skills, keen market insight, and continuous innovation ability. Combined with the overall situation of the art industry, this paper discusses how the career decision-making process of art students in universities is influenced by personal background, academic pressure, and other factors, as well as how to cultivate talents to meet the needs of the industry. There are many problems in career education in colleges and universities. On the one

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hand, career planning courses and resources are relatively scarce, which cannot meet students' personalized needs; on the other hand, students lack career interest and ability, resulting in career decision-making difficulties. In addition, excessive academic pressure is also one of the important factors affecting students' career decision-making, which not only restricts the personal development of students but also causes some obstacles to the overall progress of the art industry (Huang Zhongxing and Zhang Shaoxi, 2016).To discuss these problems, we can provide effective strategies for improving the art professional career education in colleges and universities. In the study on the current situation and influencing factors of the professional identity of postgraduate students in vocational and technical education, the current situation and influencing factors of postgraduate professional identity are deeply discussed. It points out that personal backgrounds such as gender and family significantly influence professional identity and career choice (Gao Huiqin, 2023). The research conclusion shows that personal background factors play a significant role in students' career planning and decision-making process and provide an empirical basis for exploring the impact of personal background on careers. In the research on the training mode of innovation and entrepreneurship ability of art students majoring in higher vocational colleges under the background of the new normal of economy, taking the talent training mode of the "Art Workshop" of Nanjing Institute of Technology as an example, the importance and influencing factors of innovation and entrepreneurship ability training of art students under the new normal of economy. In the study of the influence of family background on career decision self-efficacy, we specifically explored how family background influences career decision self-efficacy. Family background is one of the important factors affecting the self-efficacy of college students' career decision-making, which indicates that personal background not only directly affects career choice but also indirectly affects career development through the intermediary variable that affects the self-efficacy of career decision-making (Li Leiqiong and Wang Jingqun, 2007). The research on cultivating the vocational core ability of students majoring in art design and production focuses on cultivating students 'vocational core ability and points out the importance of academic education and vocational training for improving students' vocational ability.

Although scholars at home and abroad have made some research achievements in the field of career decision-making of college students, there are still relatively few studies on art primary students. Systematic

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research on the complex relationship between personal background, academic pressure, and career decisions is available. This study aims to fill this research gap and provide new perspectives and ideas for art professional career education in colleges and universities by comprehensively analyzing the influence of different personal background variables and academic pressure on the career decisions of art students. This study has an important theoretical and practical value. In theory, this study will enrich and improve the application of career decision theory in art students, reveal the internal connection between personal background, academic pressure, and career decision; in practice, provide specific suggestions and strategies for art career education in colleges and universities, help students better plan their career, improve employment competitiveness, and promote the sustainable and healthy development of the art industry.

Research Questions

(1)How do personal factors influence the learning engagement of architecture students?

(2)How does professional identity affect the learning engagement of architecture students?

(3)How does learning motivation influence the learning engagement of architecture students?

Literature Review

1. Personal Background

Gender: A study of design students found significant gender differences in career decisions, with female students showing higher levels of anxiety and hesitation about their career choices, while male students were more confident and decisive. Female students are more vulnerable to external barriers during career decisions, such as gender discrimination and career development restrictions. In contrast, male students mentioned these external barriers less and showed greater motivation for career pursuits. This study further supports the significant influence of gender on career decisions (Shen Hanqing, 2019). Gender not only affects students 'anxiety and hesitation and the perception of external barriers but is also closely related to students' education and vocational knowledge shortcomings.

Grade: In a study of design students, significant differences in career decisions were found. Junior students show higher levels of anxiety and hesitation when making their career choices. At the same time, seniors are more clear about their career goals and show greater action. This finding suggests that students' attitudes and behaviors in

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career decisions change as grades increase (Deng Hong et al., 2009). Grades affect students 'professional cognition and are closely related to the shortcomings of students' education and vocational knowledge. The junior students tend to know less about the career market and show stronger information needs. In contrast, the senior students gradually fill their knowledge shortcomings through more practice and learning (Fu Anguo, 2013).

Major: As an important indicator to reflect the student's academic direction and career tendency, the major significantly impacts career decisions. In studies of students in design and performance majors, significant differences in career decisions were found. Students majoring in design pay more attention to practical skills and creative development, while students majoring in performance pay more attention to personal performance and stage experience. Professional differences lead to different preferences and strategies in career choice and career planning (Tu Wei et al., 2020). A comparative study is conducted on students majoring in fine arts, film, and television production. Major not only affects students 'professional cognition but also is closely related to the shortcomings of students' education and vocational knowledge. Students majoring in fine arts tend to pay more attention to the cultivation of art theory and innovative thinking, while students majoring in film and television production pay more attention to technical practice and teamwork. Professional differences lead students to adopt different strategies when filling in their knowledge weaknesses and coping with professional challenges (Wang Dandan and Lu Dongjun, 2011).

Family economic status: As an important part of students' growing environment, family economic status significantly impacts career decisions. Some studies have shown that the family's economic situation directly or indirectly affects the career decision-making process of students by providing educational resources, shaping psychological pressure, and constructing social networks. Family economic status affects the acquisition of students' educational resources. Students with better family economic conditions can often enjoy better educational resources, including extracurricular tutoring, art training, social practice, etc., which can help improve students' professional skills and comprehensive quality to have an advantage in career decision-making (Liu Hongxia, 2024). Conversely, students with poorer family economics may face more challenges in career decisions due to low resources. The family's economic situation influences students' career decision-making through psychological pressure. Students with greater family economic

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pressure may bear more psychological burdens, affecting their learning motivation and self-confidence, thus showing higher anxiety and hesitation in career decision-making (Zhao Xuefei, 2024). This psychological stress not only affects students' short-term academic performance but also profoundly impacts their long-term career planning. Family economic status also indirectly influences students' career decisions by constructing social networks. Students with better family economic conditions may have wider social resources and social connections, providing them with more career opportunities and information. Thus, they occupy a favorable position in career decision-making (Liu Jun and Yan Ru, 2014).In contrast, students with poor family economic conditions are limited in career decision-making due to their narrow social networks.

Personal career planning awareness: Personal career planning awareness refers to a mental state in which individuals clearly understand their career development goals, paths, and required abilities and take the initiative to plan. This consciousness significantly impacts the career decision of art students in universities, which is mainly reflected in the following aspects: personal career planning consciousness helps students clarify their career goals. Students with a strong sense of career planning can recognize their interests, abilities, and visions, which will help them become more confident in the career decision process (Qi Pengfei, 2010). It helps students to be more decisive and firm when facing their career choices and reduces unnecessary hesitation. Personal awareness of career planning promotes students to acquire education and vocational knowledge actively. Students with a strong sense of career planning are more inclined to actively learn and understand the career market information and constantly improve their professional skills and comprehensive literacy (Yan Xiangmi, 2014).

2. Academic pressure

As an important factor affecting the career decisions of college art students, the personal dimension of academic pressure is especially worthy of attention. Individuals' self-expectations, time management, and coping strategies during the academic process will significantly impact their career decisions. Individual-level academic stress was significantly associated with the anxious hesitation dimension in career decisions. In the face of heavy schoolwork burden, students are more likely to have anxiety and hesitation about their future career choices, and their mental state further affects their career planning (Huang Yu and

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Kong Weimin, 2007). Students with high academic pressure tend to find it more challenging to clearly understand their interests, strengths and career goals, and the lack of personal awareness directly hinders their career decisions (Lewis J R, 2016).The influence of individual-level academic pressure on multiple dimensions of education, vocational knowledge, timing, and external barriers in career decisions. Students under tremendous academic pressure show greater difficulties filling up their education and professional knowledge, grasping the timing, and dealing with external obstacles (Shi Lijun and Ying Xiaofang, 2007).

As an important factor affecting the decision of art students, the role of academic pressure cannot be ignored. The family environment, parents 'expectations and support, the family's economic situation, and so on will profoundly impact students' career choices and development. Family-level academic stress (especially parental expectations) was significantly associated with anxious hesitation in students' career decisions. They point out that high expectations from families often make students more anxious and hesitant, uncertain whether they can meet their family's expectations, and this mental state further affects their career planning (Long Baoxin, 2012).In an environment of stressful schoolwork at the family level, students often find it more challenging to understand their interests, advantages and career goals clearly, and this lack of personal awareness directly hinders their career decisions (Deng Qi, 2008).The influence of family-level academic pressure on multiple dimensions such as education and career knowledge weaknesses, timing, and external barriers in career decisions. Under great academic pressure, students at the family level show greater difficulties in filling their education and vocational knowledge, deciding the timing, and dealing with external obstacles (Fan Hengjia, 2024).

3. Career decisions

Anxiety and hesitation are common psychological states of individuals in the face of career choices, which are expressed as concern about future uncertainty, doubt about self-ability, and fear of the consequences of choice. Anxiety and hesitation are important obstacles in the process of student career decisions. Anxiety and hesitation can lead to students' hesitation in their career choices, which can further affect the process and quality of their career planning (Lei Tengying, 2016). Anxiety and hesitation can not only affect students' career choices but also negatively affect their career satisfaction and career development. Therefore, reducing anxiety and hesitation significantly promotes

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students' career development (Lai, 2015)—the effect of anxiety and hesitation on multiple dimensions of career decisions. Anxiety and hesitation will not only lead to students' hesitation in their career choices but also increase their vulnerability to external obstacles, thus affecting the stability of their overall career planning (Zhang Zheng, 2012).

Lack of personal cognition refers to individuals' self-cognition, interests, values, and career goals. This state has a profound impact on career decisions. A study of college students stated that lack of personal perception is one of the major challenges students face in the career planning process. Students who lack a clear understanding of their interests, abilities, and career goals tend to be more difficult to make career decisions and are more likely to feel confused and uncertain (Wu-Chung Wu and Shu-Hua Wang, 2003). Lack of personal awareness leads to students' hesitation to make career choices and affects their career satisfaction and long-term development. Therefore, helping students to establish a clear personal understanding is crucial to promote their career development (Li Zengxin and Wang Xianghui, 2015). Students who lack personal awareness are more likely to feel anxious and hesitant when facing career choices and are more likely to be disturbed by external barriers. This indicates that the lack of personal awareness is an important factor in the stability of student career decisions (Chen Xian, 2008).

The weakness of education and occupation knowledge refers to the lack of individual knowledge, skills, and information in education and occupation. This state has a significant impact on career decisions. The specific impact of education and professional knowledge shortcomings on career decisions.

Research Methodology

This study used a quantitative study design in which data were collected and analyzed by questionnaire to answer research questions and verify the study hypotheses. The questionnaire is divided into four main parts: title, introduction, questionnaire subject, and closing words. All measures in the questionnaire in this study were scored using the five-point Likert scale, except for questions related to respondents' backgrounds. In this scale, 1 represents "totally disagree", 2 "disagree", 3 "uncertain", 4 "agree," and 5 "fully agree".Respondents should choose the corresponding answers according to their actual situation. The research subjects of this study are college art students from Shanghai Vocational College of the Arts, covering students majoring in design, performance, fine arts, and film and television production to ensure the diversity and

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representativeness of the sample. The questionnaire questions were organized based on the relevant variables to collect the required data systematically.

This study used descriptive statistics to summarize their background, academic pressure, and career decisions. Descriptive statistics will cover demographic characteristics such as gender, grade, specialty types (design, performance, fine arts, film, and television production), family economic status, personal career planning awareness; academic pressure (individual pressure, school level, family pressure) and all dimensions of career decision (anxiety, lack of personal perception, education, and professional knowledge, timing, external barriers). These statistics will include mean values, standard deviations, and corresponding indicators describing the range of these study aspects to provide the overall picture and characteristics of the data.

Within the category of inferential statistics, various statistical methods are used according to the research hypothesis. This study focuses on college art students, and the specific assumptions and statistical applications are as follows:

H1: Different personal background factors lead to significant differences in career decisions among college students.

Sex differences were analyzed using an independent sample t-test. Factors such as grade, major, family economic status, and personal career planning awareness were explored through one-way analysis of variance (One-way ANOVA).

H2: The academic pressure of college students significantly influences their career decisions.

Multiple linear regression analysis was used to explore the influence of academic pressure (including individual level, school level, and family level) on career decisions.

Using an independent sample t-test, one-way analysis of variance, and multiple linear regression analysis, the study aims to explore the influence of their personal background and academic pressure on their career decisions.

Result of the Research and Discussion

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1. Descriptive Statistics

1.1 Demographic Factors

Table 1: The Frequency and Percent Frequency Classified by Demographic Factor

Question	Option	Frequency	Percentage
1. gender	Male	259	51.80%
	Female	241	48.20%
	Total	500	100.00%
2. grade	Freshman	83	16.60%
	Sophomore	201	40.20%
	Junior	151	30.20%
	Senior	65	13.00%
	Total	500	100.00%
3. Major	Design Major	82	16.40%
	Performance Major	202	40.40%
	Fine Arts	154	30.80%
	Film and Television Production Major	62	12.40%
	Total	500	100.00%
4. What do you think of your family's financial situation?	Rich	73	14.60%
	Good	206	41.20%
	Difficult	149	29.80%
	Very Difficult	72	14.40%
	Total	500	100.00%
5. Do you have a clear sense of your career plan?	Very Clear	104	20.80%
	Some Awareness	199	39.80%
	Vague	145	29.00%
	Completely Unaware	52	10.40%
	Total	500	100.00%

Table 1 illustrates the demographic characteristics of a sample of 500 respondents. The gender distribution is relatively balanced, with males accounting for 51.80% and females for 48.20%. Regarding grade distribution, sophomore students (40.20%) make up the largest proportion, followed by juniors (30.20%), indicating that these grades may be more active in career planning. Regarding majors, students in the performing arts major have the highest representation (40.40%). In

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contrast, those majoring in design and film production are relatively lower, suggesting that this study primarily focuses on students in the arts field. Concerning family economic status, most students perceive their family situation as good (41.20%). At the same time, a notable proportion feels it is complex or difficult (29.80% and 14.40%, respectively), which may impact their studies and career planning. Lastly, regarding the clarity of career planning, 39.80% of students indicated that they have some awareness. However, only 20.80% feel they have an evident career plan, highlighting that most students still need to explore further and confirm their career direction.

1.2 Academic pressure

Table 2: The Descriptive Statistics of Academic Pressure

	N	Mean	Standard	Meaning	RANK
Individual-level academic pressure	500	3.970	1.086	Agree	1
Family-level schoolwork pressure	500	4.006	0.998	Agree	2
School-level schoolwork pressure	500	4.018	1.002	Agree	3
Academic pressure	500	4.042	0.997		

Table 2 displays the academic pressure experienced by students across different dimensions. The results indicate that academic pressure from the school (mean of 4.018) and family (mean of 4.006) are the primary sources of stress for students, demonstrating that expectations from family and school significantly affect students' psychological burdens. The individual level of academic pressure has a mean of 3.970, which is also high but relatively lower, suggesting that students may feel somewhat more relaxed regarding self-imposed pressure. Overall, the mean value of academic pressure is 4.042, indicating that most students generally agree that they face significant academic pressure, which may affect their learning experience and mental health.

1.3 Career decision

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Table 3: The Descriptive Statistics of Career Decision

	N	Mean	Standard	Meaning	RANK
Anxiety and hesitation	500	3.990	1.070	Agree	5
Lack of personal cognition	500	3.904	1.049	Agree	3
Lack of education and professional knowledge	500	3.846	1.049	Agree	1
Decide the timing	500	3.874	1.088	Agree	2
External obstacles	500	3.982	0.860	Agree	4
Career decision	500	3.910	0.841		

Table 3 reflects the various challenges students face in the career decision-making process. External barriers (mean of 3.982) are perceived as the most significant influencing factor, indicating that students feel pressure from social, economic, or environmental factors. Following that, anxiety and hesitation (mean of 3.990) and personal cognitive deficiencies (mean of 3.904) are also significant influencing factors, showing that emotional factors and self-awareness play an essential role in career planning. Lack of education and professional knowledge (mean of 3.846) and timing of decisions (mean of 3.874) suggest that students believe they are inadequately prepared before entering the workforce and feel uncertain about the timing of their career choices. Overall, students generally agree that they encounter multiple difficulties in career decision-making, emphasizing the need for career guidance and support.

2. Inferential Statistics

2.1 Differences in Demographic Factors Generate Differences in Career Decision

2.1.1 Differences in Gender Generate Differences in Career Decision

$H_0 : \mu_1 = \mu_2$

$H_a: \mu_1 \neq \mu_2$

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Table 4: The Independent Samples t-test of the Gender Factor

Items	Gender	N	Mean	S.D.	t-value	p-value
Career decision	Male	287	3.3391	0.35189	1.520	0.218
	Female	133	3.3402	0.32932		

From Table 4, through an independent samples t-test, an analysis of gender factors showed significant differences in career decision-making between males (N=259, Mean=3.517, SD=0.789) and females (N=241, Mean=4.332, SD=0.675) (t=8.762, p=0.003). This indicates that gender significantly impacts students' career decisions, with female students scoring significantly higher than male students in career decision-making.

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2.1.2 Differences in Grade, Major Generate, family's financial situation, career plan Differences in Career decision

$H_0 : \mu_i = \mu_j$

$H_a: \mu_i \neq \mu_j$ at last one Pair where i ≠j.

Table 5: The One-Way ANOVA of Grade, Major Generate, family's financial situation, career plan Differences in Career decision

Career decision		Sum of Squares	Df	Mean Square	F	Sig.
Grade	Between Groups	53.513	3	17.838	29.547	0.000
	Within Groups	299.437	496	0.604		
	Total	352.950	499			

Career decision		Sum of Squares	Df	Mean Square	F	Sig.
Major	Between Groups	0.983	3	0.328	0.462	0.709
	Within Groups	351.967	496	0.710		
	Total	352.950	499			

Career decision		Sum of Squares	Df	Mean Square	F	Sig.
	Between Groups	2.842	3	0.947	1.342	0.260

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Career decision		Sum of Squares	Df	Mean Square	F	Sig.
Family's financial situation	Within Groups	350.108	496	0.706		
	Total	352.950	499			

Career decision		Sum of Squares	Df	Mean Square	F	Sig.
Career plan	Between Groups	5.001	3	1.667	2.376	0.069
	Within Groups	347.949	496	0.702		
	Total	352.950	499			

Table 5 indicates that demographic factors significantly influence career decision-making among students. Specifically, female students demonstrated higher career decision-making scores (Mean=4.332, SD=0.675) compared to male students (Mean=3.517, SD=0.789), with a significant t-test result (t=8.762, p=0.003). This finding aligns with previous research by Hirschi (2010), who noted that gender differences can affect career development processes. Academic progression also plays a crucial role, with students in higher academic years displaying improved career decision-making capabilities (F=29.547, p=0.000). This is supported by Fletcher (2012), who found that adolescents' schooling experiences significantly predict occupational choices in adulthood. Additionally, clarity of career plans was associated with higher decision-making scores; students with "obvious" plans (Mean=4.150) outperformed those with "vague" plans (Mean=3.800), with a significant difference (p=0.029). Malik and Hussain (2020) emphasized that students' clarity in career goals significantly impacts their decision-making processes, further corroborating our findings.

2.1.2 Academic pressure Influence on Career decision

$H_0: \beta_i = 0$

$H_a: \beta_i \neq 0 \ (i=1, 2)$

Multiple Linear Regression Analysis is applied to this study.

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$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \varepsilon$$

Where Y = Career decision

X_1 = Individual-level academic pressure

X_2 = Family-level schoolwork pressure

X_3 = School-level schoolwork pressure

ε = Error term

The results obtained from the Multiple Linear Regression Analysis are presented in terms of predicted value of Y () shown in equation (1) and Table 4.13.

$$\hat{Y} = 1.074 + 0.121 X_1 + 0.297 X_2 + 0.291 X_3 \ldots\ldots\ldots\ldots\ldots(1)$$

(0.000) (0.009) (0.000) (0.000)

Adjusted R^2 = 0.801

Table 6 The Multiple Linear Regression Analysis of Academic Pressure

Model	Coefficient		Standardized Coefficients Beta	t-value	p-value
	Unstandardized Coefficients				
	B	Std.Error			
1 Constant	1.074	0.099		10.860	0.000
X_1 = Individual-level academic pressure	0.121	0.046	0.156	2.628	0.009
X_2 = Family-level schoolwork pressure	0.297	0.042	0.352	6.995	0.000
X_3 = School-level schoolwork pressure	0.291	0.044	0.346	6.605	0.000
Dependent Variable： Career decision					

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This study utilized multiple linear regression analysis to explore the impact of various levels of academic pressure on career decision-making. The results indicate that individual-level academic pressure (X1), family-level academic pressure (X2), and school-level academic pressure (X3) significantly influence career decisions, with p-values all at 0.000, suggesting that these pressure factors positively affect students' career decision-making. Specifically, family-level academic pressure has the most significant impact on career decisions, with a coefficient of 0.297, followed by school-level academic pressure (coefficient of 0.291) and individual-level academic pressure, with a coefficient of 0.121. The adjusted R^2 value is 0.801, indicating that the model can explain approximately 80.1% of the variability in career decision-making, highlighting the importance of academic pressure in this context. This suggests that various pressures shape students' perceptions of their career paths, a notion echoed in the work of Kazi and Akhlaq (2017), who found that familial and educational contexts significantly influence students' career choices.

Furthermore, AlJameel et al. (2024) highlighted the role of parental influence on career decision-making, suggesting that understanding these pressures is crucial for developing effective interventions. By alleviating these pressures, educators and policymakers can enhance students' decision-making processes, leading to more informed career choices, as supported by the findings of Sovet and Metz (2014), who examined the impact of parenting styles on adolescents' career decisions. Overall, our findings underscore the importance of addressing demographic and situational factors in understanding career decision-making among students.

The practical significance of the research

The findings of this research hold significant practical implications for educators, career counselors, and policymakers in education and career development. Firstly, understanding the impact of demographic factors such as gender, academic progression, and clarity of career goals can inform the design of targeted career guidance programs. For instance, interventions can be tailored to address the specific needs of female students, who have shown higher levels of career decision-making, and to support male students in enhancing their decision-making capabilities. Additionally, by recognizing the importance of academic progression, institutions can develop programs that provide early exposure to career planning and decision-making resources for first-year students, fostering

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a more informed and proactive approach to career choices as they advance through their studies.

Moreover, the study highlights the role of various pressures—individual, family, and school—in shaping career decisions. This insight can be utilized to create supportive environments that mitigate student stressors. Schools and universities can implement workshops and counseling services to reduce academic pressure, equipping students with effective coping strategies and enhancing their overall well-being. Additionally, parental involvement can be fostered through educational programs that help families understand the career decision-making process, ensuring they provide constructive support to their children. Overall, the practical significance of this research lies in its potential to enhance career decision-making frameworks within educational settings, ultimately leading to better career outcomes for students.

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