

Impact of Career Anxiety and Parental Expectations on Mental Health of Female Post Graduate Students

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ABSTRACT

Career development is a critical phase in higher education, yet female postgraduate students face mounting pressures from career uncertainties and family expectations. The combined impact of career anxiety and parental expectations on mental health remains underexplored in the Indian educational context. This study examined the levels of career anxiety and parental expectations among female postgraduate students and their relationships with mental health status. Additionally, it investigated the predictive effect of these variables on mental wellbeing. A correlational research design was employed with a sample of 200 female Master's level students from government colleges and universities across Khordha and Cuttack districts, Odisha. Multistage random sampling ensured representative selection across Arts and Science streams. Data were collected using three validated self-administered scales: Parental Expectation Scale, Career Anxiety Scale, and Mental Wellbeing Scale. Pearson correlation and multiple linear regression analyses were conducted. The majority of students (83%) experienced high parental expectations, while 52.5% reported high career anxiety levels. Notably, 60% of respondents exhibited high mental health status. Correlation analysis revealed significant negative relationships: career anxiety with mental health ($r = -0.183$, $p = 0.010$) and parental expectations with mental health ($r = -0.320$, $p = 0.001$). Multiple regression analysis indicated that both variables significantly predicted mental health ($R^2 = 0.412$, $F = 101.324$, $p < 0.001$), with standardized coefficients of $\beta = 0.345$ and $\beta = 0.298$ respectively. Career anxiety and parental expectations are significant psychological stressors negatively influencing mental health among female postgraduate students. The findings underscore the need for institutional support systems, career counselling, and family-awareness programs to mitigate psychological burden and enhance student wellbeing during the postgraduate phase.

Keywords: *Career anxiety, Parental expectations, Mental health, Female postgraduates, psychological wellbeing*

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Education plays a vital role in shaping an individual's personality, career, and overall development. It is not only a means of acquiring knowledge but also a process that enhances intellectual, emotional, and social capabilities (UNESCO, 2015). In the contemporary world, higher education, especially at the postgraduate level, is considered a crucial phase where students prepare themselves for professional life. However, this stage is often accompanied by multiple challenges such as academic pressure, uncertainty about future careers, and increasing expectations from family, particularly parents (Arnett, 2000; Misra & McKean, 2000). These challenges significantly influence the psychological well-being of students, especially female postgraduate students. In recent years, the transition from education to employment has become increasingly complex and competitive. As a result, students frequently experience career anxiety, which refers to feelings of worry, fear, and uncertainty regarding future career opportunities, job stability, and professional success (Savickas, 2013; Super, 1990). Career anxiety is not limited to concerns about employment but also includes fear of making wrong career choices, inability to meet societal standards, and doubts about personal competence (Fouad et al., 2006). This form of anxiety can negatively affect students' confidence, decision-making ability, and overall mental health (Brown & Lent, 2013).

Another important factor influencing students' psychological well-being is parental expectation. Parental expectations refer to the beliefs, aspirations, and standards that parents hold regarding their children's academic performance, career choices, and life achievements (Yamamoto & Holloway, 2010). In many cultural contexts, including India, parents play a dominant role in shaping their children's educational and career paths (Saraswathi, 1999). While moderate expectations can act as a source of motivation and encouragement, excessive or unrealistic expectations may create pressure, stress, and fear of failure (Deb et al., 2015). Female students, in particular, often face a dual burden of fulfilling academic and professional expectations while also adhering to traditional societal roles, which intensifies their psychological stress (Rana & Sharma, 2013). The combined effect of career anxiety and parental expectations has a profound impact on mental health, which is the third key variable in this study. Mental health refers to an individual's emotional, psychological, and social well-being, influencing how they think, feel, and behave in daily life (World Health Organization, 2018). Good mental health enables individuals to cope with stress, make rational decisions, and maintain healthy relationships. However, when students experience high levels of anxiety and pressure, their mental health may deteriorate, leading to issues such as stress, depression, low self-esteem, and emotional instability.

The relationship between these three variables career anxiety, parental expectations, and mental health is complex and interrelated. Career anxiety may arise due to fear of not meeting parental expectations, while excessive parental pressure can intensify career-related stress (Lent & Brown, 2013). Together, these factors create a challenging environment for students, making it difficult for them to maintain psychological balance. Female postgraduate students are particularly vulnerable, as they often navigate both modern career demands and traditional societal expectations simultaneously (Bhanot & Jovanovic, 2005). The present paper focuses on three significant variables career anxiety, parental expectations, and mental health which play a crucial role in the lives of female postgraduate students. As students strive to achieve academic and professional success, they often encounter psychological challenges arising from uncertainty about the future and pressure to meet parental expectations. These factors, individually and collectively, can significantly influence their mental health. Therefore, it is essential to examine and understand these

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relationships to promote a healthier academic environment and support the overall well-being of students.

Rationale of the Study

The need for this study comes from the growing problems faced by female postgraduate students today. Many students feel confused and worried about their future jobs, which creates career anxiety. At the same time, they also feel pressure from their parents to perform well and choose safe or high-status careers. When both these pressures come together, they can seriously affect students' mental health, leading to stress, fear of failure, and low confidence. Although earlier studies have looked at career anxiety or parental expectations separately, very few studies have examined how both factors together affect mental health. This shows a clear gap in research. The issue is urgent because more students are now reporting stress, anxiety, and emotional problems, especially at the postgraduate level where career decisions become critical.

Another important reason for this study is the lack of research in specific geographic areas, especially in Odisha, including districts like Khordha and Cuttack. Most existing studies are done in other countries or in large urban cities, which may not reflect the real situation of students in these regions. In places like Odisha, cultural values, family expectations, and social norms play a strong role in shaping students' choices and mental health. Female students, in particular, often face additional pressure related to marriage, family roles, and career success. Because of these unique conditions, it is necessary to study this issue in the local context. This will help in understanding the real problems faced by students and in developing better support systems, such as counselling and career guidance, suited to their needs.

Research Questions

1. Does career anxiety impact female postgraduates' mental health?
2. Do parental expectations impact the mental health of female postgraduates?
3. Does career anxiety influence the mental health of female postgraduate students?

Statement of Problem

The present study was conducted under the title:

“Impact of Career Anxiety and Parental Expectations on Mental Health of Female Post Graduate Students”

Objectives of the Study

1. To know the level of career anxiety among female post graduate students.
2. To know the level of parental expectations on female post graduate students.
3. To know the level of mental health status of female post graduate students.
4. To analyze the relationship between career anxiety and mental health among female post graduate students.
5. To analyze the relationship between parental expectations and mental health of female post graduate students.
6. To analyze the effect of parental expectations and career anxiety on the mental health of post graduate students.

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Hypothesis

- **H₀1:** There is no significant relationship between parental expectations and mental health among female post graduate students.
- **H₀2:** There is no significant relationship between career anxiety and mental health of post graduate students.
- **H_a3:** Career anxiety and parental expectations are significant predictors of mental health of female post graduate students.

Delimitation of the Study

This study was conducted with the following delimitations:

- The study was confined to female post graduate students enrolled in universities and colleges
- The study was delimited to the students within Khordha and Cuttack districts of Odisha.
- The study was delimited to the students of Arts & Science stream only.

REVIEWS OF RELATED LITERATURE

In the context of this paper, the review of related literature is focused on understanding adjustment among undergraduate students in relation to emotional maturity. To provide a structured understanding, the review has been categorized into the following sections:

1. Studies related to Career anxiety among female students
2. Studies related to mental health of female students
3. Studies related to parental expectations of female students

1. Studies related to Career anxiety among female students

Career anxiety among female postgraduate students is strongly influenced by academic pressure, career uncertainty, and socio-cultural expectations. Suresh and Rajeswari (2018) and Chowdhury et al. (2021) highlighted increasing levels of depression and stress related to future career uncertainty, particularly among female students. Supporting these findings, Garni et al. (2025), Rivera et al. (2025), and Olson et al. (2025) reported higher levels of stress, anxiety, and burnout among female students. Furthermore, Ghimire and Neupane (2025) highlighted the impact of societal expectations on female students' career trajectories, and Rani (2025) concluded that stress and anxiety negatively affect academic performance. Overall, the literature indicates that career anxiety among female postgraduate students is shaped by a combination of academic, psychological, and socio-cultural factors.

2. Studies on the Mental Health of Female Students

Mental health among female postgraduate students has become a significant concern, particularly due to academic pressure, parental expectations, and socio-cultural demands. Eleftheriades et al. (2020) highlighted that postgraduate students experience substantial psychological distress due to academic and professional pressures, while Imtiaz et al. (2023) and Ndwigah et al. (2023) found that parental expectations significantly influence students' mental health, often leading to stress and emotional strain. Imran et al. (2025) confirmed that academic stress negatively impacts female students by increasing anxiety, depression, and emotional instability. Overall, the literature suggests that academic stress, parental pressure, and gender-related factors collectively contribute to poorer mental health outcomes among female postgraduate students.

3. Studies on Parental Expectations from Female Students

Parental expectations significantly influence students' academic stress, career decisions, and mental health, particularly among female postgraduate students. Deb et al. (2015) and Aoki (2019) found that high parental expectations contribute to increased academic stress and depression, while Tian et al. (2021) highlighted that parenting styles can intensify career decision-making difficulties. Similarly, Stentiford et al. (2023) and Iqbal et al. (2024) reported that family pressure is a key factor affecting students' emotional well-being and academic performance. Overall, the literature consistently demonstrates that while moderate parental expectations may motivate students, excessive or misaligned expectations contribute significantly to stress, anxiety, and poor mental health among female postgraduate students.

Research Gap

An extensive review of related literature reveals several important research gaps that justify the need for the present study on the impact of career anxiety and parental expectations on the mental health of female postgraduate students. However, there is a lack of examining how career anxiety and parental expectations together act as predictors of mental health. Secondly, a majority of the studies focus on undergraduate or school-level students, with very limited attention given to postgraduate students, particularly females. This indicates a gap in understanding the mental health dynamics specifically among female postgraduate students, which the present study seeks to explore. Thirdly, although several studies have established that parental expectations influence stress and psychological well-being, the findings are inconsistent. Some research on parental expectations and mental health shows a strong positive relationship between excessive expectations and psychological distress, while other studies on parental expectations and psychological well-being report minimal or indirect effects. This inconsistency highlights the need for further investigation. However, very few studies exclusively focus on female populations in relation to both career anxiety and parental expectations, thereby justifying the gender-specific focus of the present study. Additionally, most of the existing studies are conducted in different cultural and educational contexts, such as China, Bangladesh, and Western countries. This indicates a need for conducting the present study in the Indian context. These identified gaps strongly support the need for the present study and provide a clear justification for investigating the combined impact of career anxiety and parental expectations on the mental health of female postgraduate students.

METHODOLOGY

Research design

This study adopts a quantitative research approach for the study. The primary objective of this study was to examine the impact of career anxiety and parental expectations on the mental health of female postgraduate students. To achieve this objective, a correlational research design was employed. According to Creswell, correlational research is a non-experimental design used to examine the relationship between two or more variables without manipulating them (Creswell, 2019, p. 342).

Population and Sample

The population included female students enrolled in government colleges and universities in the Khordha and Cuttack districts. The study focused exclusively on female students. A sample of 200 respondents was drawn from these districts using a multistage random sampling technique. Therefore, the population was first divided into clusters, and samples

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were then selected randomly to ensure that each unit had an equal probability of being chosen. Within each stratum, colleges and universities were randomly selected, followed by the random selection of participants from each selected institution.

Data Collection Tools

To collect the required data, the following Self-made tools were used by the investigators. The tool was made by the investigator, Ms. Priyanka Priyadarshini Das, Mr. K. Santosh Ku. Rao with the help of other experts for validation.

1. Parental expectation scale for female post graduate students
2. Career anxiety scale for female post graduate students
3. Mental wellbeing scale for female post graduate students

Description of the Tools

1. Parental Expectation Scale for Female Postgraduate Students

The Parental Expectation Scale (PES) was developed to measure the extent and nature of parental expectations experienced by female graduate and postgraduate students in various aspects of their personal and academic lives. The scale assesses parental expectations across eight major dimensions, namely Educational Aspirations, Career Expectations and Early Employment, Marriage Expectations and Timing, Gender Role Conformity and Restrictions, Personal Values and Family Reputation, Career vs. Marriage Conflict, Parental Control and Overprotection, and Comparison of Parental Expectations, each representing a distinct aspect of parental influence. The tool consists of 29 items from which 21 positive items and 8 negative items. Each item is rated on a five-point Likert scale with response options ranging from Strongly Agree to Strongly Disagree. The scoring procedure is based on the nature of the items, where positive items are scored from 5 to 1 (Strongly Agree = 5 to Strongly Disagree = 1), while negative items are scored in reverse order. The scale was developed through a systematic process involving a review of related literature, item construction, expert validation, pilot testing, and item analysis, followed by the establishment of its reliability and validity. The validity of the tool was ensured using Exploratory Factor Analysis (EFA), Confirmatory Factor Analysis (CFA), and content validity assessment. The reliability of the scale was determined using Cronbach's alpha, which yielded a high coefficient of 0.909.

2. Career Anxiety Scale for Indian Postgraduate Students

The Career Anxiety Scale (CAS) for postgraduate students is developed to assess the level of anxiety and stress experienced by female post graduate students. The scale measures career anxiety across four dimensions, namely Career-Related Personal Distress, Social and Family Pressure, Workplace and Opportunity Concerns, and Financial and Job Security Anxiety, each representing a different aspect of career-related stress. It consists of 23 items, including 17 positive items and 6 negative items. Each item is rated on a five-point Likert scale with response options ranging from Strongly Agree to Strongly Disagree. The scoring procedure depends on the nature of the items, where positive items are scored from 5 to 1 (Strongly Agree = 5 to Strongly Disagree = 1), while negative items are scored in reverse order. The scale was developed through a systematic process that included a review of related literature, item construction, expert validation, pilot testing, and item analysis, followed by the establishment of reliability and validity. The validity of the tool was ensured using Exploratory Factor Analysis (EFA), Confirmatory Factor Analysis (CFA), and content validity assessment. The reliability of the scale was determined using Cronbach's alpha, which yielded a high coefficient of 0.909.

3. Mental Health Scale for Female Post Graduate Students

The Mental Health Scale (MHS) used in the present study is designed to assess various aspects of psychological well-being among female postgraduate students. It consists of 22 items distributed across six dimensions, namely Emotional Distress, Social Support and Perceived Isolation, Gender-Based and Socio-cultural Stressors, Coping Strategies and Emotional Resilience, Physical Health, Sleep and Lifestyle Habits, and Self-esteem, Motivation, and Self-control. The scale consists of 22 items with 20 positive items and 2 negative items. Each item is rated on a five-point Likert scale ranging from Strongly Agree to Strongly Disagree. For positive items, scores are assigned from 5 to 1 (Strongly Agree = 5 to Strongly Disagree = 1), while for negative items, the scoring is reversed. The scale was developed through a systematic process that included a review of related literature, item construction, expert validation, pilot testing, and item analysis, followed by the establishment of its reliability and validity. The validity of the tool was ensured using Exploratory Factor Analysis (EFA), Confirmatory Factor Analysis (CFA), and content validity assessment. The reliability of the scale was determined using Cronbach's alpha, which yielded a high coefficient of 0.919.

Data Analysis Techniques

The data from post graduate female students from different colleges and universities were analysed using mean, standard deviation, Percentage analysis to know the levels of variables. Correlation analysis (Pearson's r) and Multiple Regression Analysis were done by the help of SPSS software (Version 20) and Jamovi software (Version 2.6.44).

DATA ANALYSIS AND INTERPRETATION

The results are presented in a structured manner with tables, graphical representations, and interpretations. Each hypothesis and objectives formulated in the study has been tested systematically, and conclusions have been drawn based on the statistical evidence.

Objective 1: To know the level of parental expectations among female post graduate students.

Table 1: Level of Parental Expectations Among Female Post Graduate Students.

Score Range	Level of Parental Expectations	Frequency	Percentage (%)
29 – 67	Low	14	7.00%
68 – 106	Moderate	20	10.00%
107 – 145	High	166	83.00%
Total		200	100%

Interpretation

The table 1 and fig.2 presents the distribution of postgraduate female students based on their levels of parental expectations. It was observed that a majority of the respondents 83.0% fall under the high level of parental expectations. A smaller proportion, 10.0%, fall under the moderate level and only 7.0% of the students fall under the low level of parental expectations. Thus, the analysis reveals that the level of parental expectations among postgraduate female students is predominantly high, fulfilling the objective of the study and indicating a strong parental influence on students' academic and career pursuits.

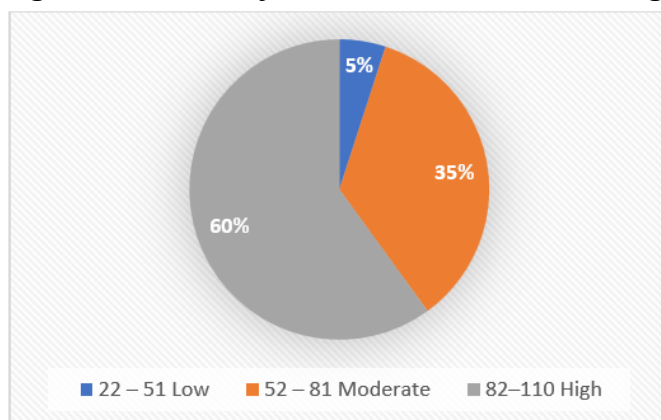
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Objective 2: To know the level of mental health of female post graduate students.

Table 2: Level of Mental Health Among Female Post Graduate Students

Score Range	Level of Mental Health	Frequency	Percentage (%)
22 – 51	Low	10	5.00%
52 – 81	Moderate	70	35.00%
82–110	High	120	60.00%
Total		200	100%

Fig.1 Distribution of Mental Health Levels among Female Postgraduate Students



Interpretation

The table 2 and fig. 1 presents the distribution of postgraduate female students according to their levels of mental health. It is evident that a majority of the respondents, 120 students, fall under the high level of mental health. Further, 70 students are categorized under the moderate level of mental health and 10 students are categorized under the low level of mental health, Overall, the findings clearly indicate that the level of mental health among postgraduate female students is predominantly high. Thus, the objective of analyzing the level of mental health among postgraduate female students is achieved, revealing that most students exhibit a high level of mental health.

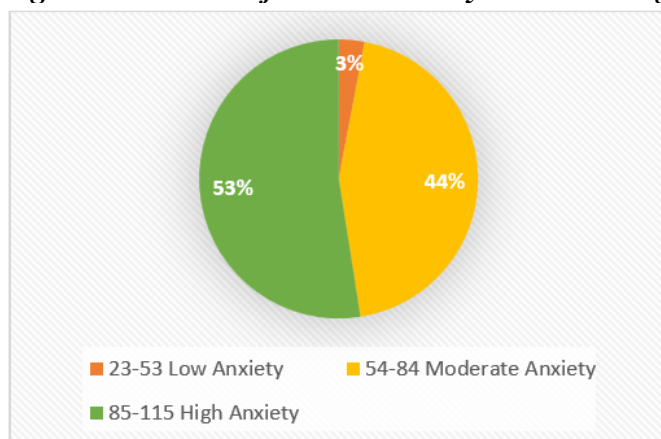
Objective 3: To know the level of career anxiety among female post graduate students.

Table 3: Level of Career Anxiety Among Female Post Graduate Students

Score Range	Level of Career Anxiety	Frequency	Percentage (%)
23-53	Low Anxiety	6	3.00%
54-84	Moderate Anxiety	89	44.50%
85-115	High Anxiety	105	52.50%
Total		200	100%

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Fig.2 Distribution of Career Anxiety Levels among Female Postgraduate Students



Interpretation

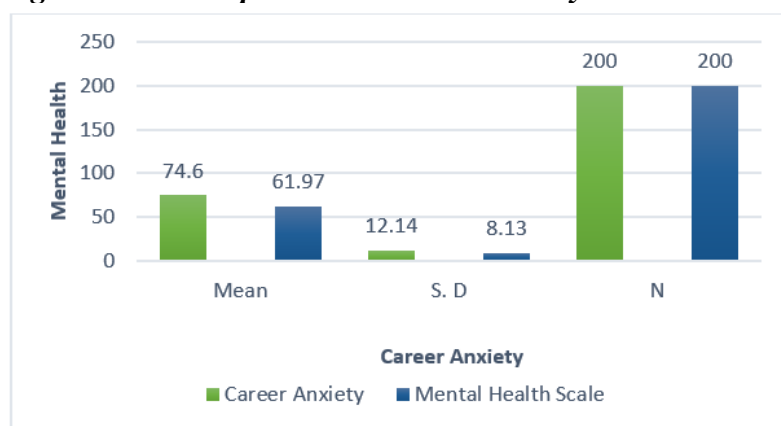
The table 3 and fig. 2 shows the distribution of career anxiety among the respondents. A very small proportion of participants 3% fall under the low anxiety category, 44.50% fall within the moderate anxiety range and the majority of participants (52.50%) fall under the high anxiety category, indicating that more than half of the students are experiencing significant levels of career-related stress and worry. Overall, the findings suggest that career anxiety is highly prevalent, which may negatively impact their mental well-being.

H01: There is no significant relationship between career anxiety and mental health among female postgraduate students.

Table 4: Correlation Between Career Anxiety and Mental Health

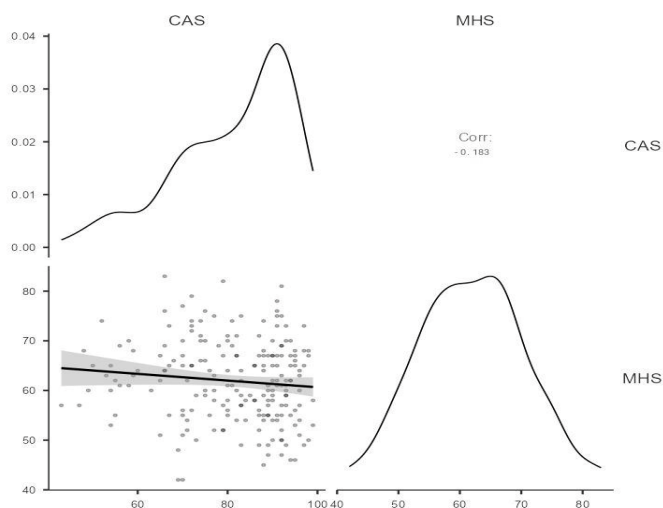
Variables	Mean	S. D	N	r-value	p-value	Findings
CAS	74.6	12.14	200	-0.183	0.01	Significant
MHS	61.97	8.13				

Fig 3: Relationship Between Career Anxiety and Mental Health



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Fig 4: Plot For Correlation Between Career Anxiety Between Mental Expectation of Female Post Graduate Students



Interpretation

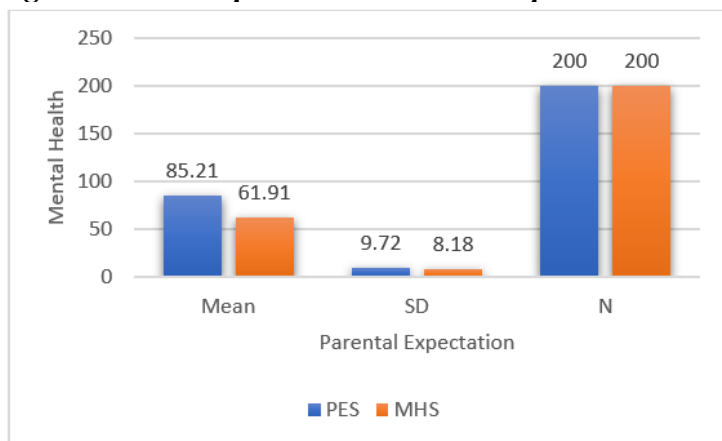
Table 4 fig. 3 & 4 reveal a low but statistically significant negative correlation between career anxiety and mental health ($r = -0.183$, $p = 0.010$). The negative direction of the correlation indicates that as career anxiety increases, mental health tends to decline among the respondents. The obtained p-value ($p = 0.010$) is less than the 0.05 level of significance, confirming that the observed relationship is statistically significant. Therefore, the null hypothesis, which states that there is no significant relationship between career anxiety and mental health, is rejected.

H02: There is no significant relationship between parental expectations and mental health among female postgraduate students.

Table 5: Correlation Between Parental Expectations and Mental Health

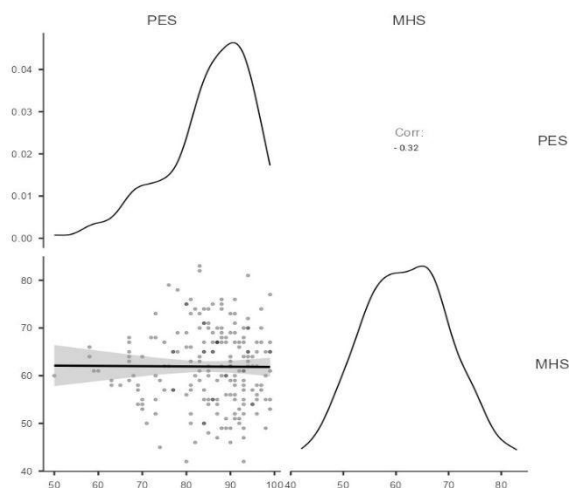
Variables	Mean	SD	N	r-value	p-value	Result
PES	85.21	9.72	200	-0.32	0.001	Significant
MHS	61.91	8.18				

Fig 5: Relationship between Parental Expectations and Mental Health



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Fig 6: Plot For Correlation Between Parental Expectation and Mental Health of Female Post Graduate Students



Interpretation

Table 5, fig. 5 and 6 shows the correlation analysis as a moderate negative relationship between parental expectations and mental health ($r = -0.32$). This indicates that as parental expectations increase, the level of mental health among female graduate students tends to decrease. The obtained p-value ($p = 0.001$) is less than the conventional significance threshold of 0.05, indicating that the relationship is statistically highly significant the negative direction of the correlation suggests that excessive or high parental expectations may act as a psychological burden, potentially leading to stress, anxiety, or emotional strain, which in turn adversely affects the mental health of students. Based on these findings, the null hypothesis stating that there is no significant relationship between parental expectations and mental health among female graduate students is rejected.

H03: Career anxiety and parental expectations are not significant predictors of mental health.

Table 6: Relative Contribution of Predictor Variables in Outcome Variable of Female Postgraduate Students

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.	Tolerance	VIF
(Constant)	45.21	4.12	—	10.973	0	—	—
Parental Expectations	0.312	0.058	0.345	5.379	0	0.912	1.096
Career Anxiety	0.278	0.049	0.298	5.673	0	0.908	1.102

a. Dependent Variable: Mental Health

Table 6 reveals that for Parental Expectations, the value of B is .312 and the t-value is 5.379, $p < .05$. For Career Anxiety, the value of B is .278 and the t-value is 5.673, $p < .05$. Mental Health = $45.210 + .312 \times$ Parental Expectations + $.278 \times$ Career Anxiety i.e., a 1-unit increase in Parental Expectations will increase Mental Health by approximately 0.31 units. Similarly, a 1-unit increase in Career Anxiety will increase Mental Health by 0.28 units, indicating a negative relationship between the variables. Therefore, Ha3, i.e., “Career

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anxiety and parental expectations are significant predictors of mental health of female postgraduate students” stands accepted.

Table 7: Summary of Multiple Regression Analysis Between Career Anxiety, Parental Expectations (Predictor Variables), and Mental Health (Outcome Variable)

Model	R	R Square	Adjusted R Square	% of Variance	Std. Error of the Estimate
1	0.642	0.412	0.406	41.2	5.21

Following the estimation of the correlation between independent and dependent variables, regression was applied to predict the contribution made by independent variables in determining the total variance of the dependent variable. From Table 7, it is clear that the independent variables Career Anxiety and Parental Expectations contribute approximately 41.2% to the Mental Health of female postgraduate students (Adjusted $R^2 = 0.406$), while the remaining 58.8% contribution is made by other variables not included in this model.

Table 8: ANOVA Summary Showing Regression Model Fit

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	5480.225	2	2740.112	101.324	0
Residual	7834.155	197	39.767	—	—
Total	13314.38	199	—	—	—

a. Dependent Variable: Mental Health

b. Predictors: (Constant), Career Anxiety, Parental Expectations

The ANOVA Table 8 above represents that the contribution made by regressor variables is statistically significant on the regress and variable with $F = 101.324$, $p < 0.05$, indicating that the independent variables in the model are significantly predictive of the dependent variable.

Multicollinearity Test

Before carrying out regression analysis, the multicollinearity among the independent variables was examined. The Variance Inflation Factor (VIF) values for Parental Expectations (1.096) and Career Anxiety (1.102) are below the threshold level, indicating no multicollinearity issue. Hence, regression analysis was considered appropriate. The findings reveal that the regression model is statistically significant and explains a substantial proportion of variance in mental health. Both predictors showed a significant negative relationship with mental health, suggesting that higher parental expectations and career-related concerns are associated with improved mental health outcomes in this sample.

Major Findings

- Female postgraduate students reported high levels of parental expectations.
- Overall mental health levels were moderate, indicating the presence of psychological strain.
- A significant negative correlation was found between career anxiety and mental health. This means that as career anxiety increases, mental health decreases.
- A moderate negative relationship was observed between parental expectations and mental health. This indicates that higher parental expectations are associated with poorer mental well-being.
- Both career anxiety and parental expectations negatively impact mental health.
- Parental expectations and career anxiety are significant predictors of mental health.

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Implications of the Study

The findings of the present study have important implications for students, parents, educational institutions, and mental health professionals. Colleges and universities should establish counselling centres and organize workshops, seminars, and awareness programs focusing on stress management, emotional well-being. The findings suggest that students need to develop effective coping strategies to manage career-related anxiety and external pressures to maintain a healthy balance between academic and personal life. Parents should focus on encouragement rather than pressure. The study highlights the need for psychologists and counsellors to design targeted intervention programs focusing on career anxiety and family-related stress. Therapeutic approaches such as cognitive-behavioural techniques, stress management training, and counselling sessions can help students manage anxiety and improve their mental health. At a broader level, the study indicates the importance of creating a supportive social environment that reduces pressure on students.

CONCLUSION

The study concludes that parental expectations and career anxiety have a significant negative impact on the mental health of female postgraduate students. As these factors increase, the level of mental well-being decreases. There is an urgent need for holistic interventions to support students in managing stress and maintaining psychological well-being. In conclusion, improving mental health requires a collective effort from students, families, and institutions to create a balanced, supportive, and stress-free learning environment.

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Conflict of Interest

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