

Career Pressure among Adolescents- An Analytical Review

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ABSTRACT

Adolescents encounter significant pressure when navigating career decisions. This pressure stems from various sources, including societal expectations, personal aspirations, and academic demands. The process of choosing a career path can be overwhelming and fraught with uncertainty, leading to stress and anxiety among adolescents. Moreover, the increasing complexity of the modern workforce adds to the challenge of making informed career choices. It is imperative for adolescents to receive adequate support and guidance to alleviate the burden of career pressure. By providing resources for exploration, mentorship, and self-reflection, society can empower adolescents to make informed decisions that align with their interests, values, and aspirations. Ultimately, addressing career pressure faced by adolescents requires a holistic approach that recognizes their individuality and fosters their personal and professional growth.

Keywords: *Career Pressure, Adolescents, Analytical Review*

A Person selects an occupation as a career where they expect to see progress or look for opportunities in life. So, career hesitation can be considered trouble or an individual's powerlessness in pursuing a choice regarding the occupation that one needs to seek after or progress in. Many individuals in their day-to-day existence face trouble in making a professional choice, eventually in their lives. One of the crucial periods is pre-adulthood. It is the point at which a kid is changing into a grown-up and going through a formative stage that can include physical as well as hormonal changes. A crucial period, after the transition, when a person needs to pick a particular profession, they are normally confounded, and uncertainty envelops them. It is possible that they have so many open doors, or they may have extremely restricted ones. They face trouble picking a particular vocation, or regardless of whether they pick one, they wind up thinking twice about it later, as when they proceed with it gives the feeling like this isn't what they truly cared about doing. Aside from this, there can also be different elements that impact youths' vocational choices (Khan, M.J, 2018).

According to studies, it has been examined that the impacts on students' decision of profession show that guardians have the most significant impact on which profession they

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Received: March 12, 2026; Revision Received: June 24, 2026; Accepted: June 28, 2026

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choose. Numerous grown-ups misjudge their kids' natural capacities to pick a profession for themselves (Ogunleye 2018). Various examinations recommend that companions also have various belief systems and accepted practices; consequently, their effect on adolescents' career choices is significant. Peers impact through advising, communication, counsel, and relationships with one another. The positive impact of peers helps in making a lifelong choice. Constrained reception of a profession appears to have some underlying standing in the public eye and family. The main internal element distinguished by the individuals is that the view of occupation fulfilment relies upon many variables, like individual tendencies, values, and inclination. The main external component for these youthful grown-ups to choose a career is the vocation, which encompasses the reputation associated with a particular job or occupation, including factors such as gig opportunities, compensation, and salary, and the fundamental component in picking a profession is the glory which it provides (Ahmed et.al, 2022). The drive among young aspirants in today's era to excel in their careers has led to increased competition in their academic lives. Many students find themselves caught up in a rat race, constantly comparing their academic achievements to those of their peers. Close associates often become competitors, creating a competitive atmosphere among friends. While healthy competition can help students thrive in their careers, an excessive focus on attaining the top position has resulted in heightened competition and negativity at interpersonal levels. This intense competition in academic life has contributed to various psychological issues such as anxiety, depression, eating disorders, frustration, and aggression among students. It is important to recognise the negative impacts of this extreme pressure and take steps to promote a healthier academic environment that prioritises overall well-being alongside academic success. Career development involves the active pursuit of alternatives, providing individuals with increased flexibility in making informed career choices.

However, when exploration is prolonged and not accompanied by a thorough examination of options, it may result in a deficiency in career planning and confidence. On the contrary, in-depth exploration serves to solidify existing commitments and has shown positive associations with heightened levels of career planning and confidence. Studies indicate that deep exploration is linked to a reduction in doubts related to career choices and a strengthening of commitments within the career domain. Therefore, finding the right balance between active exploration and a thorough understanding of potential options is crucial in fostering robust career planning, confidence, and commitment (Parada et al. 2022).

Research gap

Existing literature has carefully explored a wide range of factors leading to career pressure among adolescents, including peer pressure, academic competitiveness, parental expectations, financial status, and associated mental health outcomes. Numerous studies additionally concentrated on certain factors such as peer pressure during adolescence, anxiety, fear of failure, job insecurity, and cultural expectations of success. There are still a lot of gaps in this growing collection of information.

The widespread adoption of a single-factor approach is a significant drawback of current research. The majority of studies typically look at career pressure separately, concentrating on factors such as peer pressure, parental influence, increasing social competition, the monetisation of achievement, or fear of social rejection. The aggregate and interactive effects of several psychosocial factors that continuously affect adolescents at a crucial developmental stage are not well represented by such separate viewpoints.

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The current analytical review takes an extensive and integrated approach by methodically analysing a variety of existing literature in order to fill up these gaps. The review aims to provide a holistic knowledge of the nature, underlying causes, and psychological consequences of career pressure faced by adolescents, while including culturally sensitive and developmentally relevant findings.

The influence of parents

Sociologists contend that a person's consideration of a variety of vocations when making a job decision is mostly influenced by the status expectations of the social class to which they belong. In a similar vein, parents play a significant role in shaping their children's professional choices. Researchers claim that children sometimes carry on their father's profession (farmers' sons, for example). In other cases, the kids pick a career that falls within the parameters of what their parents think is appropriate, given their social class, values, and expectations. Furthermore, educational possibilities have an impact on career choice. For instance, high school dropouts are more likely to choose physical labour, unstable white-collar positions, semi-skilled and unskilled service, or clerical jobs as their career options.

According to developmental theorists, Friesen's choosing a career is both a reflection of one's entire personality and happens during development. The decision about one's career should be considered over time rather than as a single occurrence. As a result, some theorists, such as Super, proposed four life stages, namely growth, exploration, establishment, and decline. During the exploration phase, which typically takes place in high school and college, an individual considers their options for a career before deciding on their life's work. Over the past fifty years, educators, counsellors, clergy, and social scientists have become increasingly interested in the underlying variables that impact the professional choices of adolescents (Friesen, 1981).

Parental attachment (Navin, 2009) demonstrates that career exploration has a positive correlation. A favourable correlation between job exploration and parental attachment, which is characterised as the extent to which a person feels emotionally connected to and supported by their parents. In another similar vein, Lee and Hughey (2001) discovered a positive correlation between parental attachment and career maturity, which is the degree to which a Adolescents can make career decisions. Career exploration is an essential phase in the process of becoming a mature professional, even though the two may not be synonymous. Parental attachment is essential for self-efficacy, which is the belief in one's potential and that one will succeed in a future career. To promote feelings of career self-efficacy, an effective career search is required. The belief that parental bonding is crucial for career exploration is further supported by this study. According to some experts, a stable attachment to one's parents gives a haven for one to go for emotional support, which explains why there is a relationship between parental attachment and several areas of job development (Navin, 2009).

Parents desire the best for their kids in life. They anticipate themselves in fulfilling careers with opportunities for progression at some point. It may be disheartening to consider their children working in unsuccessful careers. Nonetheless, parents consider whether there is anything they can do to guarantee their children's success. Families, especially parents and guardians, are important in helping children develop their career goals and aspirations in the workplace. Students and young adults are frequently unwilling to pursue, or even consider, varied employment alternatives in the absence of parental approval or support. Parents want to help their children establish their careers and appreciate their contribution, but there is an

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underlying message in their messages that says, —don't make the same mistakes that I did (Taylor, Harris, and Taylor .2004). Adolescents and young adults may be influenced by these interactions to choose college majors or to pursue careers. Adolescence is a time when many significant career decisions are made, such as whether to enrol in a trade school, university, college, or polytechnic, or to start working right out of high school. The choices made during adolescence have a lasting impact; it's critical to comprehend the personal and societal elements that influence adolescent career development (Mau and Bikos, 2000)

The classical distinction classified anxiety as either a general personality attribute or a state of existence. The former is described in terms of a threatening situation. The latter underlines the variations among individuals in their tendency to view situations as threatening. A personality characteristic known as general trait anxiety refers to individual differences in the likelihood of feeling state anxiety in most stressful situations. According to this viewpoint, individual variations in anxiety can be understood in terms of a particular stressful situational environment, like the workplace. Since it refers to a person's position as a professional or student in society, the tendency to feel anxious about one's career environment has been categorised as a type of social anxiety. Such a position could be considered reliable and validating. Throughout adolescence, anxiety related to professional traits gradually rises.

During this time, at least three distinct types of anxiety related to career traits were recognised as the fear of failing in one's professional or educational pursuits; the worry that one's parents will be displeased with one's career decision; and the fear of having to move away from close family members or friends due to work or school commitments. The argument states that adolescents who have high levels of contextual trait anxiety, or career anxiety, ought to concentrate on information about their careers that can be quickly identified as important, and then show more EA. Adolescents with high general trait anxiety should broaden their attention span to include environments beyond just education and employment to maximise the detection of significant threatening information, as academic and vocational information is not relevant to them. Academic and career information searches may be hampered by the general trait anxiety that causes a search for diverse information (Taylor, Harris, and Taylor .2004).

The findings also showed that kids have greater confidence in their abilities to research careers and make an intriguing and exciting career choice when they feel loved and encouraged by their parents. This is significant since additional studies indicate that adolescents who feel competent when it comes to choosing a career go on to make more fulfilling career decisions in the future. The following actions should be taken by parents who wish to support their young adolescent's job development to improve counselling:

- Show interest in a range of adolescent topics that are significant to their children.
- Let their children know they have hopes for their careers.
- Teach their kids to be independent decision-makers.
- express their pride in their children.
- Help their kids understand the findings of any interest or career tests they have completed (Keller, 2004).

In addition to the previously mentioned, the professional growth of adolescents may also be influenced by parental love, support, communication, and honesty (Isaac. et.al. 2014).

Peer-influenced pressure

Peer groups and friends are crucial for both individual socialisation and behavioural modification. These groups are made up of people in the same age range as the individual; they are not always friends, and their creation depends on a variety of factors, such as circumstance, association, or accident. The development of a child is mostly determined by their family at first, but peers eventually take over the socialisation process by choosing and adopting a lifestyle, look, social activities, and academics, among other things. Like this, friends and peers have a crucial and significant role in forming a person's views, attitudes, and concepts for understanding the outside world, as well as actions made in subsequent lives. These relationships are also recognised as important sources of comfort and support during difficult times.

In a similar vein, friends and peers can assist in appropriately analysing and challenging ideas, emotions, and beliefs. Further study indicates that when it comes to youth decision-making, most choices are influenced by factors such as ability, instruction, advice from educators, peer counselling, and even the cultural and familial origins of friends. It has been observed that potential friends and peers might serve as valuable connections for seeking education, a job, or even joining a social or political group. Relationally, it has been seen that negative behaviours are overt and reflected as drug and alcohol abuse, criminal conduct, smoking, sexual orientation, and skipping out of school. In addition, Thomas and Webber have claimed that the influences depend on the genders, their homes, means of survival, social classes, courses studied, and the amount of time spent (Naz. et.al. 2021).

Peer pressure is the impact that individuals within your own age group or social class have on your conduct. Peer pressure is the powerful impact that a group, particularly a group of young people, has on its members to act in a way that conforms to social norms. Adolescents' professional decisiveness and indecisiveness are significantly influenced by peer pressure. Many young people choose the wrong careers because of a lack of knowledge, inexperience, peer pressure, or the reputation of a particular job, without receiving enough career counselling and vocational coaching. Friends and peers have a big influence on how people behave, how their personalities grow, how they make career decisions, how they adapt, and how they behave both positively and negatively in the future. Negative peer pressure can have negative effects, including bullying and victimisation, antisocial behaviour, drug and alcohol abuse, smoking, low academic achievement, crime, and gang culture, over-sexualisation, suicide, and adolescent pregnancy, among other things (Kaur, 2020). They are influenced by their companions since they feel more secure in the career path chosen by them (Khan. et.al. 2022).

Young individuals have been forced to ask for help from other members of their age group to break the unbreakable impasse about career choice due to the complexity mentioned above. This is defined as "the influence a peer group has over an individual that motivates the individual to modify his or her behaviour, values, or attitude to fit in with the group." In addition to parental influence, students could look to connect with their classmates. Because a friend is a member of that certain group, they chose topic combinations that would lead to vocations (Wang. et.al.2018). Peer counselling is a practice that was developed in schools to assist students in problem-solving. Peer counselling's primary objective is to help students admire one another and realise the value of education. Peer counselling is founded on the idea that individuals with similar characteristics and ages tend to influence one another. Similarly, researchers believed peer counselling was crucial in schools because it made knowledge freely accessible. Peer counselling follows the social cognitive theory, which

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explains this research and suggests that social factors, including peers, might influence individuals' professional decisions. Peer interactions have an impact on career choice. Students' perceptions of themselves are influenced by their relationships with their peers. Students turn to peer mentorship when they do not have access to adequate career guidance or teacher mentorship. Teachers who provide career assistance have found that peer pressure pushes adolescents toward preset professions. Peer pressure can be helpful when it provides accurate job information, but it can also be detrimental when it spreads false information about careers, which could influence other students to pursue those careers. (Meter 2023).

Human nature implies that some youngsters are going underground into peer pressure, while others will be more able to fight back and stand on their own. Peer pressure is the process by which members of the same social group persuade a member of the other group to adopt beliefs, behave in a particular way, or undergo various forms of conformity to gain acceptance. Individuals may find it easy or challenging to decide what they genuinely want out of life. (Mosqueda. etal. 2022). Stronger connections can create an atmosphere that is favourable to a youngster's healthy growth and achievement of high academic standards. Mutual friendships among students are associated with prominent levels of school association; feelings of connection and reciprocity positively affect career choices. Having friends makes it easier to share feelings, experiences, and problem-solving knowledge. However, as there are fewer opportunities for making new connections and developing interactional social skills, being alone might result in social alienation or a decrease in social interactions. Social well-being is strongly impacted by friendship as well. Conversely, a negative association with peers is harmful to one's mental well-being. Peers may evaluate a teen's interest in various aspects of adolescence, including communication, acting out, using drugs, being sexually active, accepting and tolerating abuse, committing crimes, and engaging in antisocial behaviour.

Students usually follow their parents' job advice or want to attend institutions with their classmates; therefore, they select peer-influenced curricula regardless of whether those curricula are better suited to their academic aptitude. Peers influence people's lives at various stages of life. (Kashif. etal. 2021).

Increase in competitiveness in society

The term "competitiveness" describes an individual's willingness and effort to constantly apply, maintain, enhance, and promote both hard and soft skills in their work and learning. Three categories exist for competitiveness: employability, entrepreneurship, and lifelong learning. The degree of one's hard and soft abilities was thought to have an impact on their level of competitiveness. (Nofer. etal. 2017). It is not always the desire to win that drives someone to push themselves to the limit in a competitive setting. Two components make up competition: (i) playing, performing, and competing against others; and (ii) striving to do a specific activity better than others. Interpersonal competitiveness, as seen by the will to compete with others, characterises the first dimension. Aspiring to the predetermined goals and doing so in the best manner possible—rather than just outperforming others—defines the second dimension. According to Franken and Brown, the second dimension is essential to understanding competitive behaviour since it symbolises the pursuit of excellence and is linked to the drive for goals and accomplishments as well as personal growth.

A competitive mindset is essential for one's self-perception. People who are competitive with themselves—that is, who work hard to realise their potential—have healthy, mature

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self-concepts. On the other hand, people who push themselves to the limits usually have a weak and negative self-image. Like the latter, those who desire to win frequently have extremely poor self-esteem in the background, which temporarily rises when they defeat someone else. (Grum. 2015).

Competitiveness could affect the well-being of adolescents differently than other age groups due to its social significance (Koyama et al. et.al.2023). Various social factors influence the health behaviours of adolescents, with competitiveness potentially playing a significant role among them. Through factor analysis, we identified three distinct dimensions of competitiveness: 'Enjoyment of competition', 'Avoidance of social conflict', and 'Fear of competition'. These dimensions played varying roles in influencing different health behaviours. Unlike previous research findings, we found that individuals characterised by 'Avoidance of social conflict' and 'Fear of competition' were more prone to engaging in health risk behaviours. Additionally, we observed that physical activity was significantly correlated with all competitiveness dimensions, while diet control and oral hygiene were specifically associated with 'Avoidance of social conflict' and 'Fear of competition'. Consequently, targeting students exhibiting tendencies towards social conflict avoidance and fear of competition could be crucial for effective health promotion initiatives. (Keresztes.et.al.2015).

In the study, the authors aimed to underscore the importance of fostering positive peer relationships during early adolescence by testing a social-contextual perspective on how achievement and peer interactions can be mutually beneficial. Consistent with social interdependence theory predictions, the findings revealed that fostering cooperative goal structures, rather than competitive or individualistic ones, was linked to higher achievement and more positive peer relationships. Furthermore, cooperative goal structures facilitated a positive association between achievement and positive peer relationships, as anticipated. The study's implications for theory and practical applications are deliberated upon.

The social hierarchy theory of depression suggests that experiencing defeat in competitions can lead to depression in both adolescents and adults. Adolescents' health behaviours are influenced by various social factors, including peer influences, social prototypes related to different health behaviours, social comparison, social coping mechanisms, and social orientations. Competition among adolescents occurs in meaningful areas for hierarchy formation and popularity within peer groups. If smoking, drinking, and drug use are socially valued, expected, and reinforced within the peer group, competitive individuals may be more inclined to engage in these activities (Keresztes. et.al.2015).

The demands that students place on themselves during their college years are higher than those during their high school years. Students across the country who attend colleges and universities place a great deal of pressure on themselves to perform to the best of their abilities in every class. Their desire to maintain a positive reputation among their peers, secure a spot in graduate school, or secure a well-paying job after graduation could be the motivating factors behind their actions. Students may be under pressure from other sources in addition to their own; however, there are many reasons why they place so much pressure on themselves. The number of students who willingly disobey the rules to maintain their academic advantages over their peers may rise along with the amount of competition amongst students. While most people can recognise present or previous classmates who seem very competitive and aware of their academic standing (Cretsinger, 2005).

Success is counted in terms of money

The study focuses on the relationships between students' involvement in their education, their desire for real employment throughout the school year, their use of drugs, and other problem behaviours. The following are cross-sectional results from representative samples of American students in the eighth, tenth, and twelfth grades—a total of over 300,000 respondents questioned between 1992 and 1998: The majority of adolescents want to work part-time during the school year, even if the majority of those in lower grades don't have jobs. Long-hour workers typically have poor grades and low hopes for attending college. They also have higher than usual rates of marijuana, alcohol, and cigarette usage. Students' preferences for part-time employment begin to emerge earlier in the school year (i.e., earlier grades) than does real labour, and the preferences are correlated with problem behaviours and educational disengagement strongly (Bachman et al. 2010). The importance of peers in the process of adolescent socialisation has led to a significant expansion in the function that friends play in the lives of young people in recent years. Certain authors assert that there may be some truth to the claim that influence has shifted from fathers to peers during this stage of life. Most young people's life goals are still focused on the so-called "standard biography," which uses employment as a benchmark, even while they are still in school, but keeps interpersonal relationships (friends and family) in mind. Studies on the transition to adulthood have shown that, contrary to popular conceptions about strong materialism and rational choice, non-material factors like social contacts and self-realisation are becoming more essential in the appraisal of the "ideal job."

A growing number of students are beginning to doubt the benefits and usefulness of investing in human capital through formal education as well as informal cultural activities. The fact that there have been media reports of high unemployment rates among people with higher education degrees during the financial crisis may possibly have contributed to the decline of education. In this regard, the improper use of internships and temporary employment, along with the widespread adoption of the insane defense that a candidate has a "lack of experience" or "lack of professionalism," may help young people develop the habit of existing in a state of awkward limbo where their internal sense of autonomy is not supported by actual independence in the outside world (Rinaldi.et.al. 2011).

Financial entitlement in adolescence is the result of feeling that parents should give and pay for the things that their children believe they deserve. It is a mindset that develops during the process of financial socialisation. It includes the ideas held by adolescents that their parents should pay for the items they want, even if they are "extras," and that their parents' financial resources naturally belong to them. Research has indicated that adolescent money attitudes play a critical role in the formation of adult financial well-being and contentment. Additionally, when adolescents are socialised and taught adult duties, their financial entitlement has a considerable influence on the internalisation of the wider promotional values of materialism. Adolescents who feel entitled to money not only have a money mentality that makes them less accountable for how they spend their parents' money, which can lead to financial difficulties and increased stress levels, but it may also be linked to interpersonal traits in adolescents, such as aggression, prosocial behaviour, and gratitude. Children with a greater sense of entitlement may learn that others can—and should—solve their problems and provide extraordinary tangible assistance and support, which may lead to less gratitude toward others. This understanding is consistent with the feeling that parents have an obligation to provide for and pay for the things their children want or believe they deserve.

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This knowledge might subsequently be used in interactions in different contexts, such as those with poor commitment and empathy, which could result in less prosocial conduct. Furthermore, having a keen sense of financial entitlement may lead one to believe that they are entitled to special treatment from other people. Financially privileged adolescents may be more easily offended because they do not always receive this treatment, and as a result, they may decide to aggressively defend their privileges to preserve their self-respect (Walker, Larson, .2006).

Early adolescents who showed more extrinsic care for the external self that society would accept and a greater trust in money, believing that material possessions could not only be purchased but also that happiness would result from owning what is needed. Students in middle school who expressed their intrinsic goals showed a stronger concern for the growth of their inner selves, the development of character traits, and the desire to use resources to take care of and spend time with family and friends. Less than half of middle school kids stated intrinsic aspirations, whereas slightly more than half expressed extrinsic ones. The primary desires of early adolescents toward money are represented by the intrinsic and extrinsic themes found in the middle school study. High school students' opinions of themselves and their goals when they compare their goals to those of middle school students, and imagine a period when they would be living comfortably. Little is understood about how money attitudes evolve and the variables influencing the formation of financial values in adolescence. Early adolescent populations have both inner and external desires for living well (Beutler et al. 2008).

Fear of facing societal rejection

According to research, individuals are influenced by the media in many ways, one of which is the formation of a personal identity. More adolescents are using the Internet, particularly social media sites, to satisfy their desire for peer interaction as they look for methods to connect with their friends. Individual journalists and popular writers have explored how our constant availability, exposure, and connectedness have caused individuals to develop a "fear of missing out" (FoMO) in other people's experiences as social media use has become increasingly common in society. While there has always been this "apprehension that someone might be having rewarding experiences from which one is absent" during adolescence, social media's ubiquitous and constant nature is likely to make the experience worse. Negative experiences in mood and life satisfaction, as well as an increased tendency to use social media, were positively connected with FOMO. Researchers discovered that higher levels of the individual needs for popularity and belonging were linked to higher levels of FOMO, which in turn was linked to higher levels of Facebook use in the adolescent Belgian population. Although adolescents are among the most active social media users, there is not a single peer-reviewed study on FoMO among adolescents that has been published yet. There has not been much research done on FOMO and how it relates to using social media, and never on adolescents (Perrone, 2016).

The acronym for Lesbian, Gay, Bisexual, Transgender, and Queer is LGBTQ. It is employed to characterise people who are not cisgender or heterosexual. Since defining these concepts is frequently challenging, we have turned to the United Nations Human Rights Council (UNHRC). Members of heteronormative views in households cause anxiety for LGBTQ people. LGBTQ youth who are homeless report experiencing heteronormative attitudes, stigma, and discrimination at home. These factors can lead to serious physical and mental health issues, such as substance addiction, engaging in risky sexual conduct, and family

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conflict resulting from disclosing one's sexual orientation. After telling their parents who they are and receiving rejection, many LGBTQ adolescents end up homeless.

These LGBTQ youth exhibit different functioning in schools and struggle with mental health conditions like depression, anxiety, substance misuse, and suicidal thoughts. LGBTQ kids who are homeless have higher rates of internalising symptoms, depression, and suicide attempts than homeless heterosexual youth. They also have higher rates of sexually transmitted infections.

Poor physical and mental health outcomes among LGBTQ youth are caused by a variety of factors, including a conflict between gender identity and natal role, low self-esteem and social acceptance of one's sexual orientation, discrimination, physical, verbal, and sexual abuse from family, friends, and peers after coming out, fear of law enforcement, loneliness, and a lack of coping mechanisms. (Gaur.et.al. 2023).

One of the most prevalent anxiety disorders in late adolescence is social anxiety disorder (SAD). Usually starting in childhood or early adolescence, SAD has a low rate of remission, often lasts into adulthood, and often triggers the emergence of other comorbid conditions, including substance use, anxiety, and depression disorders. Adolescence is a developmental stage marked by growing autonomy, increased affective reactivity, and new socialisation pressures. As a result, fears related to evaluation—such as the fear of being teased or negatively judged by others—seem to increase during this time, while fears related to physical punishment seem to decrease. The emergence of adolescents is strained by these profound changes, which call for new abilities to control the feelings that come with these unusual, frequent, and powerful emotional difficulties (Fragkoilidis et al. 2022).

Some kids are anxious to try things because they fear failing, and they are scared to take chances to succeed. The way that failure is perceived in today's culture—as ineptitude, unpopularity, etc.—can give rise to this dread of failing. Failure is met with labels such as weirdos, ugly, and terrible; it also leads to bullying, ridicule, and rejection. This indicates that being a failure usually implies being shunned and called a "loser." As a result, people start to wish to avoid failing. (Yusdiana. et.al .2019)

DISCUSSION AND CONCLUSION

Contextual factors play a significant role in influencing adolescents as they navigate career decisions. By 11th and 12th grade, many adolescents may not have chosen a career yet, but they tend to engage more earnestly in the career planning process. They also feel a pressing need to make career decisions. While hastily making inflexible decisions isn't advisable, there is a general consensus among adolescents that it's better to determine their career paths sooner rather than later. The urgency they feel about "long hours" and "time" suggests they are concerned about running out of time to make these decisions. Students nearing the end of high school believe they need to quickly resolve their career choices and feel compelled to take proactive steps to change their situations.

Understanding their own skills, personal attributes, and decision-making styles can assist adolescents who find it challenging to make choices about their uncertain futures. Gaining a clearer understanding of themselves across various aspects can help reveal their strengths and resources, enabling them to explore career opportunities that align with their capabilities. Consequently, self-confidence in their ability to make sound career decisions and in themselves is crucial for making informed career choices during adolescence.

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Adolescence is a period when individuals develop a set of values and an ethical framework that guides their behaviour. It is also a time when clarifying the values and goals they aspire to achieve in life becomes crucial to their career considerations. Some adolescents start to realise that practical challenges can create conflicts between the demands of a job and their personal ethical standards.

Moral issues are closely linked to ethical decision-making and may indicate an adolescent's emerging capacity for critical thinking. Efforts to clarify, articulate, and implement decisions can lead to internal conflicts for adolescents as they strive to resolve these dilemmas. Junior high students are in the process of forming a personal identity and considering the interrelationship between life roles and their future careers. As adolescents learn more about the working world and engage in a broader array of activities, their occupational preferences and vocational identities start to evolve. By recognising their personal strengths and weaknesses, students can then assess how the importance of their life roles influences their educational and career choices.

Choosing the wrong career path can jeopardise a person's future prospects. Adolescents often experience significant confusion when making career decisions. This study aims to provide guidance for adolescents grappling with the dilemma of career choice. Adequate arrangements should be made to offer adolescents the necessary guidance to adapt to their chosen careers effectively. During adolescence, individuals often aspire to enact systematic change in the world. At this stage, they believe they possess the potential to influence global perspectives and societal paradigms. However, when contemplating their career aspirations, they may delve into profound and sometimes pessimistic reflections, leading to feelings of depression.

Adolescents' mental health can be significantly impacted by career pressure in a number of ways, including emotional, psychological, and behavioural functioning.

- 1. Mental Health and Well-Being** - An adolescent's mental health must always take priority over career-related pressures. Healthy growth, wise decision-making, and long-term life happiness are all based on psychological well-being. Adolescents who experience excessive career pressure may experience fear, hopelessness, low self-esteem, emotional fatigue, and identity confusion. Adolescents who prioritise their mental health have a greater capacity to manage stress and uncertainty by developing resilience, emotional regulation, and adaptive coping abilities. Early attention to mental health issues can also lower the likelihood of long-term mental health disorders in adulthood and stop psychological problems from getting worse.
- 2. Physical Health Outcomes**- Adolescents who are under career pressure frequently experience physical side effects in addition to psychological ones. Headaches, exhaustion, sleep difficulties, decreased immunity, and other stress-related physical symptoms might result from ongoing stress and worry carried on by expectations related to education and careers. In order to maintain physical health and general functioning throughout this crucial developmental stage, it is essential to assist adolescents in maintaining healthy routines, getting enough sleep, and practising stress management.
- 3. Developmental, Social, and Emotional Domains**- Social, emotional, cognitive, and behavioural development are all intimately linked to mental health. Relationships with family, friends, and teachers may be strained by excessive career pressure, which could result in social detachment or interpersonal conflict. On the other hand, putting mental health first promotes positive self-concept, healthy relationships,

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emotional intelligence, and self-awareness. Allowing adolescents to freely explore their interests and ideals rather than only adhering to external expectations of success, it promotes holistic development.

- 4. Personal fulfilment and life satisfaction-** In the end, personal fulfilment, happiness, and meaning are all part of life's purpose, which goes beyond professional success. Adolescents are better prepared to explore professional pathways that are in line with their passions, strengths, and values when they are assisted in developing resilience, a positive outlook, and self-care habits. Such a strategy fosters long-term well-being and personal happiness in addition to professional achievement.

In conclusion, career pressure must not take priority over the basic significance of mental and physical well-being, even though it is a common and frequently unavoidable experience during adolescence. Excessive or uncontrolled career pressure throughout adolescence can have long-lasting psychological, physical, and social effects since it is a crucial developmental stage distinguished by identity formation, emotional regulation, and future-focused decision-making. A fair and compassionate strategy that takes into account the unique characteristics, goals, and developmental requirements of adolescents is necessary to deal with career pressure.

Creating supportive settings within families, educational institutions, and communities is vital for building healthy coping mechanisms and resilience among adolescents. Adolescents might feel understood and supported rather than overwhelmed by promoting open communication about mental health, normalising confusion in professional decision-making, and lowering irrational societal expectations. Furthermore, giving adolescents access to mental health therapies, career advice programs, and counselling services might enable them to make wise career decisions without sacrificing their well-being.

In the end, putting mental health and career development first promotes holistic development and allows them to pursue worthwhile objectives that are in line with their values, interests, and strengths. In addition to improving academic and professional results, this strategy promotes long-term emotional stability, personal fulfilment, and general life happiness. Stakeholders may play a critical role in creating healthier, more adaptable paths from adolescence into adulthood by acknowledging that adolescent well-being is essential to long-term success.

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Acknowledgment

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Baid, D. & Dubey, A.K. (2026). Career Pressure among Adolescents- An Analytical Review. *International Journal of Indian Psychology*, 14(2), 2709-2722. DIP:18.01.245.20261402, DOI:10.25215/1402.245