

## **STUDENTS AT THE INTERSECTION : THE IMPACT OF CAREER UNCERTAINTY AND SOCIAL PRESSURE ON MENTAL HEALTH**

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### **Abstract**

The purpose of this study is to investigate how students' mental equilibrium is impacted by social pressure and job uncertainty. 113 undergraduate students who are nearing the end of their studies at University of Pamulang participated in the quantitative study, which was carried out using a purposive sampling technique. To ascertain the partial and simultaneous effects of the independent variables, career uncertainty ( $X_1$ ) and social pressure ( $X_2$ ), on the dependent variable, mental balance ( $Y$ ), data were examined using multiple linear regression in SPSS. Given that all significance values ( $p$ ) are greater than 0.05 and the coefficient of determination ( $R^2$ ) is still quite low (0.000–0.011), the results show that neither job uncertainty nor social pressure significantly affects students' mental equilibrium. The findings imply that other internal and contextual factors, such as emotional regulation, coping ability, self-efficacy, and social support, may play a more dominant role in maintaining students' psychological well-being. The study adds to the understanding that external pressures alone are not sufficient to predict mental stability among students. In practical terms, it suggests that universities strengthen students' resilience and adaptive coping skills through psychological support and career counseling programs to better prepare them for future uncertainty. This suggests that the two variables explain less than 2% of the variance in students' mental balance.

**Keywords:** career uncertainty, social pressure, mental balance, students, psychological well-being

### **Introduction**

Students are in the transitional phase from the academic environment to the working world, where they encounter various difficulties and uncertainties over their future. Uncertainty about one's profession might affect one's ability to succeed in the workplace, as well as one's career direction, career opportunities, and doubts. Currently, external factors such as unstable economic conditions, industrial transformation, and the COVID-19 pandemic are causing a decline in the productivity of students. For example, a study on the phenomenon of student explains that the crisis caused by the pandemic led to "doubts about career plans" and that one of the main contributions to their career was their work (Prabawaningrum, Nurdiyanto, Berliana

Putri, & Harjanti, 2021) ([journal1.uad.ac.id](http://journal1.uad.ac.id)). According to systematic research on Careers student anxiety, Atikah, Kurniawati, and Rifameutia (2025), karir ketidakpastian can manifest as practical, physical, maladaptive thinking in relation to the Future Career Scenario (Atikah, Kurniawati, & Rifameutia, 2025) ([jpp.fkip.unila.ac.id](http://jpp.fkip.unila.ac.id)).

On the other hand, social pressure, or Social Pressure, from the environment – whether it be from family, friends, or the general public – also plays a significant role in maintaining self-esteem, Hope, and psychological stress in student. Pressure for enhancing the perception of others or social norms will "succeed quickly," which frequently results in the development of student. According to research on the relationship between social environment and Final level student, a decrease in social environment can increase Emergency related to working from home (Riyanto, Astuti, & Anggraini, 2012) (Jurnal Unimed).

In addition, Salsabila, Nurlaila, and Ramdani (2022) state that academic stress combined with social perception is a predictor of mental health in later life (including student), where social activities can improve mental health in individuals (Salsabila, Nurlaila, & Ramdani, 2022) (Jurnal Universitas Gadjah Mada). Social comparison – part of social pressure – Contribute positively Towards Career Anxiety of Final Year Students (Sukmawati & Anggoro, 2023) (ETD UGM), according to research by Rima Sukmawati & Wahyu Jati Anggoro (2023).

Mental health, also known as psychological student, stabilizes emotional, cognitive, and psychological functions in order to cope with stress and life's challenges. Student may have mental health issues such as depression, sleep, prolonged stress, and decrease when their Careers is increasing and their social skills are always improving. According to Journal Kajian Bimbingan dan Konseling (2020), for example, in the context of recent graduates during the pandemic, there is a negative correlation between self-efficacy and Anxiety about the future of the profession: individuals with higher levels of self-efficacy have more persistent Emergency (Journal FIP). Accordingly, the simultaneous application of internal (personal) and external (social) Pressure impacts the psychological state of the student.

According to Rifkatul, Muqaramma, Razak, and Hamid (2022), the phenomenon of disruption in the era 4.0 also affects the aging of student, given the increasingly competitive nature of the workplace and the need for new adaptations ([jurnal-unsultra.ac.id](http://jurnal-unsultra.ac.id)). Rangkaian tekanan ini, if not done well, promotes the optimal mental health of a student who is resilient, productive, and possesses a strong psychological foundation. Because of this, it is important to do research to determine the extent to which Careers and social Pressure affect student mental health. It is hoped that this study will assist community members, caregivers, and counseling organizations in implementing psychological interventions, such as karir kepastian development programs, resilience training, or social support, as a means of reducing negative factors that affect the mental health of student. Providing social support – as a strategy to mitigate negative impacts on students' mental health.

## **Theoretical Framework**

The principles of this research are based on the understanding that the transition from academia to the professional world often leads to career uncertainty, which can negatively impact students' mental health. According to Super (1990), based on career development theory, individuals in the exploration stage (students) primarily seek an identity and career direction that aligns with their values, beliefs, and abilities. However, in the context of a dynamic social and economic environment, a constantly changing workplace, and increasingly competitive global skills, students often face uncertainty and uncertainty regarding their professional future. This type of career uncertainty can lead to stress, anxiety, and feelings of helplessness, ultimately weakening a person's mental health.

According to Lazarus and Folkman's (1984) Cognitive Appraisal Theory, psychological problems arise when a person perceives a situation as explaining their own experiences and feels that their personal resources are inadequate to cope. In this context, career uncertainty is a type of psychological stressor that can affect students' adaptability. People who have negative perceptions about their future are more likely to experience mental health problems, such as depression, lack of motivation, or even emotional instability.

Aside from this, social pressure also plays a significant role in affecting the mental health of student. According to the Social Comparison theory put forward by Festinger (1954), people constantly compare themselves to other people in order to assess their own personal success. Social skills can be improved in this day and age of social media and academic competition through group perspectives, environmental awareness, and the evaluation of a student's performance. High social pressure frequently results in student being erratic, not very good, or simply falling short of the relevant social norms, which then causes psychological stress and emotional instability.

A few recent studies indicate that there is a connection between mental health, social Pressure, and Career Uncertainty. A study by García et al. (2020) indicates that those with a high Career Uncertainty have a higher Emergency than people with clear Career Direction. Conversely, research by Primack and Escobar-Viera (2017) indicates that social media usage has a positive correlation with a rise in stress and depression among student. These facts support the idea that social and Career Pressure are important factors that can affect mental health.

Based on theory and research already conducted, it can be concluded that Careers and social skills are two independent variables that have the potential to influence a student's mental health. Career uncertainty and anxiety about the future, whereas social pressures are unbalanced emo aufgrund of the sex differences that are more pronounced. It can significantly worsen the psychological state of a student if it is not balanced by social support, coping skills, and positive self-efficacy. Accordingly, a student's mental health might be negatively impacted in a quiet way by their perceptions of their own morals and social skills.

Based on the aforementioned Description, the following hypotheses for this study are proposed:

H1: Career uncertainty has a negative and significant impact on the mental health of student.

H2: Social factors have a significant and negative impact on a student's mental health.

H3: The simultaneous negative and significant effects of Careers and social Pressure on the mental health of student

## **Method**

This study analyses the relationship between career (career uncertainty) and social Pressure with regard to the mental health of student people using a quantitative approach. The reason for this is that quantitative research allows researchers to examine and analyse variables in a statistical manner, allowing the study's findings to provide objective assessments of the factors influencing the mental health of the student.

The population in this study consists of University of Pamulang Undergraduate Program students who are actively engaged in their studies. Out of this population, about 113 respondents were selected as study participants using the purposive sampling technique, based on the criterion that respondents are active students who are present at the end of the study period and who participate in the post-lulus karir process. The purpose of this technique is to help researchers have insights and understandings related to Career and social pressure that can affect their mental health.

To analyze the data, this study uses SPSS as a statistical tool with the goal of understanding some significant effects of karir ( $X_1$ ) and social ( $X_2$ ) Uncertainty on the mental health of the student ( $Y$ ). The analysis is carried out using Multiple Linear Regression Test, which aims to examine the simultaneous or parsial effects of the bebas variable on the terikat variable. In addition, uji t is used to examine the relative effects of each independent variable, and uji F is used to examine the relative effects of both of them on the dependent variables.

The statistical results obtained by regression analysis, uji t, and uji F are presented in Table 1 to provide a comprehensive illustration of the relationship and significance level between Career Uncertainty, social pressure, and student mental health.

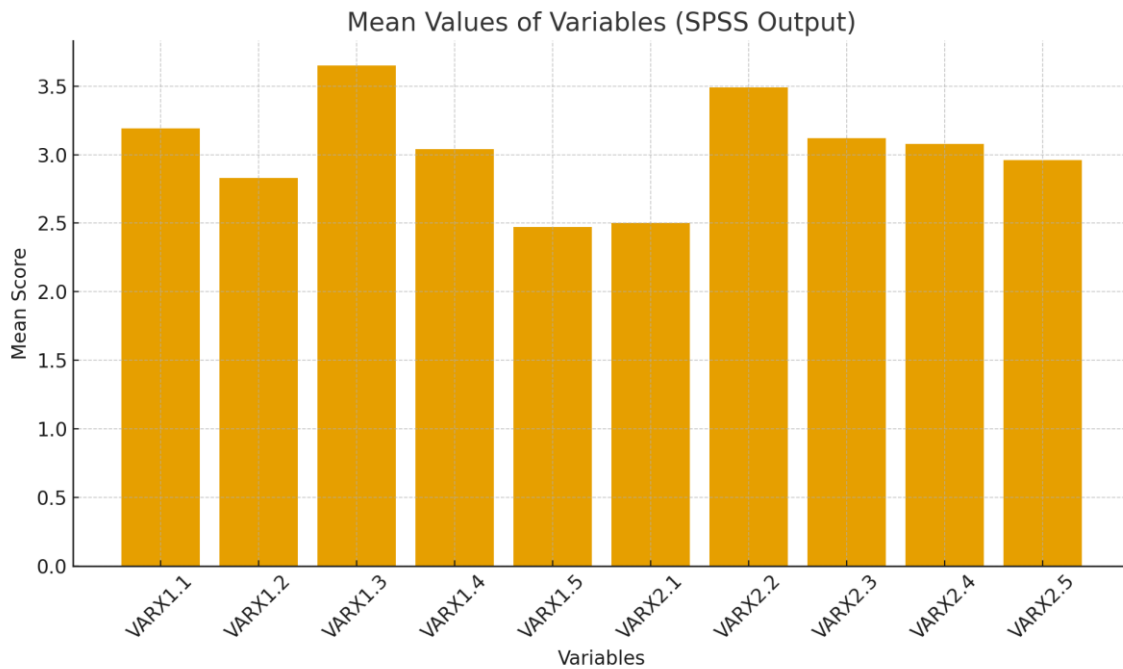
**Table 1. indicate that the mean values**

Variable	Mean	Std. Deviation	Std. Error Mean	Regression Coefficient (B)	Sig. (p)	Interpretation
VARX1.1	3.19	1.286	0.121	0.137	0.303	Not significant
VARX1.2	2.83	1.356	0.128	-0.037	0.786	Not significant
VARX1.3	3.65	1.217	0.114	-0.216	0.118	Not significant
VARX1.4	3.04	1.281	0.121	0.091	0.519	Not significant
VARX1.5	2.47	1.233	0.116	0.079	0.554	Not significant
VARX2.1	2.50	1.189	0.112	0.141	0.332	Not significant
VARX2.2	3.49	1.276	0.120	-0.161	0.238	Not significant
VARX2.3	3.12	1.233	0.116	0.058	0.689	Not significant
VARX2.4	3.08	1.2				

Based on the results presented in Table 1, the findings indicate that the mean values of the independent variables (VARX1.1 to VARX2.5) range from 2.47 to 3.65, suggesting that respondents' overall perceptions or responses fall within the moderate category. However, the regression analysis reveals that all variables have significance values ( $p > 0.05$ ), which means none of them exert a statistically significant effect on the dependent variable (VARY).

Furthermore, the coefficient of determination ( $R^2$ ) for Model 1 ( $X_1$ ) is 0.000 and for Model 2 ( $X_2$ ) is 0.011, indicating that both models have a very low explanatory power. In other words, the independent variables only explain less than 2% of the variance in the dependent variable. The Anova result ( $F = 0.261$ , Sig. = 0.771) also confirms that the regression models are not statistically significant overall.

These findings suggest that the independent factors employed in this study are insufficient to account for the fluctuations in the dependent variable. There is no statistically significant correlation between the variables under test. Thus, the hypothesis stating that the independent variables have a significant influence on the dependent variable is not supported by the data.



**Grafik 1. The mean values**

The mean values of all observed variables (VARX1.1–VARX2.5) range from 2.47 to, according to the SPSS analysis results. The indicator VARX1.5 obtained M = 2.47, the VAR record M = 3.65). These results imply that respondents' perceptions of the measured indicators varied. With no notable deviations, the mean values' general pattern suggests a moderate tendency in the replies. Additionally, the data exhibits a considerable dispersion, as indicated by the standard deviation values (about 1.1 to 1.3), which point to a continuous trend in the participants' responses.

### Results

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## Discussion

Both the Career (career uncertainty) and social pressure (pressure) variables do not significantly affect the mental health of student, according to the study's findings. The statistical significance level ( $p$ ) for all variables is greater than 0.05, indicating that there is no significant statistical relationship between independent and dependent variables, according to the results of the regression analysis conducted using SPSS. Value of the determination coefficient ( $R^2$ ) is also quite low, being around 0.0001 for the Career Uncertainty model and 0.011 for the social pressure model. This indicates that the two variables in question can only explain around 2% of the variation in the mental mathematicians' performance. Accordingly, hypotheses that indicate a significant relationship between Career and social pressure and their impact on the mental health of student are not supported by this study.

The study's findings indicate that neither the Career (career uncertainty) nor the social pressure (pressure) variables had a significant impact on the mental health of student. Based on the results of the regression analysis conducted using SPSS, the significance level ( $p$ ) for all variables is greater than 0.05, indicating that there is no statistically significant relationship between independent and dependent variables. The coefficient of determination ( $R^2$ ) is also quite low, at about 0.0001 for the Career Uncertainty model and 0.011 for the social pressure model. This indicates that the two variables in question can only explain about 2% of the variation in the mental skills of the student. Accordingly, the hypothesis that states that there is a significant difference between Career and social pressure with regard to the mental health of the student is not supported by this study.

This study provides evidence that, although theoretically significant, the factors of Career and social pressure that student experience may contribute to mental health problems, they are not sufficiently strong to significantly impair their mental health. This may be caused by other factors that are more important in determining the mental health of student, such as interpersonal relationships with family members, stress-reduction skills, emotional stability, or personal spirituality that are not included in this study. Additionally, the largest respondent, who is an active student in the university environment, can have a relatively good academic and social system, reducing the negative effects of Career and social pressure

When compared to previous research, the results of this study differ from those of García et al. (2020), who suggest that Career Uncertainty has a positive correlation with a student's Anxiety levels. This discrepancy may be caused by the respondents' different Career Level, economic conditions, or cultural context. Additionally, research by Primack and Escobar-Viera (2017) indicates that social media usage contributes to mental health problems. According to this study, social Pressure impact is not significant since the student has been able to adjust to social perspectives through more healthy social adjustment mechanisms or strategies.

The results show that a student's mental health is significantly impacted by internal elements and the environment in addition to external factors like Career Uncertainty and social factors [1]. According to these results, stress management

classes and self-development initiatives on campus may be protective factors that improve student's mental health, even if they are only seen during the front period.

According to practical reasoning, the results of this study encourage universities and student consortia to focus more on the development of individual psychological strengths, such as resilience, optimism, and emotional stability, rather than just focusing on external factors, such as Career social perspectives. Career counseling programs can also be applied to more than just the evaluation of work-related tasks, but also on Readiness Formation mental Facing change and social pressures. But also, in the development of mental health, people experience changes and social pressure. Despite the fact that this study's sample size was very small (113 respondents) and its location was limited to one university, the results cannot yet be broadly generalized. In addition, this study only uses quantitative research methods with a questionnaire, without considering qualitative factors that could provide more insight into the experiences of students with regard to Career and social pressure. Because of this, extended research is recommended to support mixed-method research and to examine mediating or moderating variables such as social relationships, self-efficacy, and emotional regulation.

## **Conclusion**

Based on the data analysis and analysis that has been completed, it can be concluded that Career (career uncertainty) and social pressure (social pressure) do not significantly affect the mental health of student. The results of the regression analysis show that the significance level ( $p$ ) of the two independent variables is greater than 0.05 and the coefficient of determination ( $R^2$ ) is very low, indicating that the Career and social pressure only partially explain the variation in the student's mental state. Accordingly, the hypothesis that states that there is a significant difference between the two variables in relation to mental health is not supported by empirical data. From an academic perspective, this contributes to the development of students' psychological knowledge and stress management.

The study's findings indicate that external factors, such as Career Uncertainty and social pressure, are not always the most important factors in determining an individual's mental health. Conversely, the results provide a basis for examining internal factors such as emotional regulation skills, social connections, self-efficacy, and coping mechanisms as the most important factors in ensuring the stability of students' psychological well-being in academic and social settings.

Based on practical research, the findings of this study provide implications for universities, colleges, and student development organizations to implement psychological and mental health programs that emphasize improving personal resilience, self-efficacy, and adaptability to changes in the social environment and aging. In addition, this result can serve as a foundation for educational institutions to encourage students to pursue their Career goals, so they are not only focused on their work habits but also on their mental and emotional well-being.



This research has a few Limitations. First, the relatively small number of respondents (113 student) and the limited study location at one university result in results that cannot be fully generalized. However, the quantitative approach that is used does not go deeper into the emotional and social aspects of the student, which may affect their mental health. Because of this, the research is now being conducted using a mixed-method approach to gather data in order to gain a more comprehensive understanding. Upcoming research can also include other variables, such as family, emotional regulation, or spiritual well-being, as a mediating or moderating factor in the model of the relationship between Career, Social Pressure, and mental health.

Thus, the results of this study highlight the importance of taking into account more extensive psychological and social factors while attempting to understand the mental health of student in general. Even though Career Uncertainty and social pressure are not statistically significant, they are both important factors that must be properly evaluated in order to help student in their transition to the professional world develop their mental faculties.

### **Acknowledgments**

We extend our sincere gratitude to all the individuals who have contributed to the execution of this study by providing support, assistance, and assistance. We are grateful to University of Pamulang, which has provided us with the resources and support we need to carry out this research.

### **Acknowledgments**

We also extend our gratitude to the student respondents who have already been given the opportunity to participate and provide data that is extremely valuable for the success of this study. Acknowledgments is also directed towards the Supervisors and Peers, who have provided guidance, support, and motivation during the research process. The study titled "The Effect of Career Uncertainty and Social Pressure on Balance Mental Student" cannot be completed satisfactorily without the cooperation, collaboration, and understanding of all stakeholders. I hope the results of this study will be useful for the development of knowledge and serve as a reference for future research.

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