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Parental Achievement Pressure and Adolescents' Exam Anxiety: The Role of Adolescent–Parent Career Congruence and Career Awareness

Ebeveynlerin Başarı Baskısı ve Ergenlerin Sınav Kaygısı: Ergen-Ebeveyn Kariyer Uyumunun ve Kariyer Farkındalığının Rolü

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Abstract: This study investigated the mediating role of adolescent-parent career fit and career awareness in the effect of parental achievement pressure on test anxiety in adolescents, using Structural Equation Modeling (SEM). The participants consisted of 312 adolescents (129 women (41.3%) and 183 men (58.7%)) attending high schools in two different districts of Istanbul. Data collection instruments included a 'Personal Information Form', the 'Adolescent-Parent Career Fit Scale', the 'Career Awareness Scale', the 'Parental Achievement Pressure Scale', and the 'Westside Test Anxiety Scale'. The findings revealed that parental achievement pressure has a direct and statistically significant effect on adolescent test anxiety. Parental achievement pressure significantly reduces the career fit between adolescents and their parents, while this fit increases adolescents' career awareness. Career awareness is a variable that significantly reduces test anxiety. However, according to mediation analysis, only the indirect path from parental success pressure to test anxiety via adolescent-parent career fit was found to be significant. Single or sequential indirect paths operating through career awareness were found to be insignificant. The findings indicate that parental success pressure increases test anxiety in adolescents. While adolescent-parent career fit plays a significant mediating role in this relationship, the mediating effects of career awareness alone and sequentially were not significant. The results suggest that parental fit regarding the career process is a more decisive factor in explaining test anxiety than career awareness. These findings are consistent with previous research emphasizing the importance of parent-adolescent fit in career development.

Keywords: Adolescent, Parental achievement pressure, Test anxiety, Career adaptation, Career awareness

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Öz: Bu araştırmada, ebeveyn başarı baskısının ergenlerdeki sınav kaygısına etkisinde ergen-ebeveyn kariyer uyumu ile kariyer farkındalığının zincirleme çoklu aracılık rolü Yapısal Eşitlik Modellemesi (YEM) kullanılarak incelenmiştir. Araştırmanın katılımcılarını, İstanbul'un iki farklı ilçesindeki liselerde eğitim gören 129 kadın (%41,3) ve 183 erkek (%58,7) olmak üzere toplam 312 ergen oluşturmaktadır. Araştırmada veri toplama aracı olarak 'Kişisel Bilgi Formu', 'Ergen-Ebeveyn Kariyer Uyum Ölçeği', 'Kariyer Farkındalık Ölçeği', 'Ebeveyn Başarı Baskısı Ölçeği' ve 'Westside Sınav Kaygısı Ölçeği' kullanılmıştır. Araştırma bulguları, ebeveyn başarı baskısının ergenlerin sınav kaygısı üzerinde doğrudan ve istatistiksel olarak anlamlı bir etkiye sahip olduğunu ortaya koymaktadır. Ebeveyn başarı baskısı, ergenin ebeveyniyle kurduğu kariyer uyumunu anlamlı düzeyde azaltmakta; bu kariyer uyumu ise ergenin kariyer farkındalığını artırmaktadır. Kariyer farkındalığı, sınav kaygısını anlamlı düzeyde azaltan bir değişkendir. Ancak aracılık analizine göre yalnızca ebeveyn başarı baskısından ergen-ebeveyn kariyer uyumu üzerinden sınav kaygısına giden dolaylı yol anlamlı bulunmuştur. Kariyer farkındalığı üzerinden işleyen tekli ya da ardışık dolaylı yolların anlamlı olmadığı saptanmıştır. Bulgular, ebeveyn başarı baskısının ergenlerin sınav kaygısını artırdığını göstermiştir. Ergen-ebeveyn kariyer uyumu bu ilişkide anlamlı bir aracı rol oynarken, kariyer farkındalığının tek başına ve sıralı aracılık etkileri anlamlı bulunmamıştır. Sonuçlar, sınav kaygısının açıklanmasında kariyer farkındalığından ziyade ebeveynlerle kariyer sürecine ilişkin uyumun daha belirleyici bir faktör olduğunu ortaya koymaktadır. Bu bulgular, kariyer gelişiminde ebeveyn-ergen uyumunun önemini vurgulayan önceki araştırmalarla tutarlılık göstermektedir.

Anahtar Kelimeler: Ergen, Ebeveyn başarı baskısı, Sınav kaygısı, Kariyer uyumu, Kariyer farkındalığı

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1. INTRODUCTION

Adolescence is a critical stage in identity development, academic success, and career planning, and the impact of social, emotional, and cognitive changes experienced during this period is quite evident. In addition to tasks such as structuring the individual's self, discovering professional interests and values, and setting career goals, social environment and family interactions also become evident in this period (Super, 1990). Especially in the exam-centered structure of the education system, students focus on academic success at an early age, which increases psychological pressure and anxiety. In this environment, parents' attitudes towards success become one factor that directly affects children's academic performance and psychosocial development. Adolescents exposed to an understanding of success shaped by their parents' expectations may move away from their own goals, leading to emotional conflicts (Kapıkıran, 2020). In addition, academic stressors such as test anxiety also emerge as a result of this pressure and can cause serious declines in students' motivation, attention, and academic performance (Zeidner, 2010). On the other hand, career awareness and parent-adolescent career congruence play an important role in shaping one's future goals and in developing psychological resilience during critical periods, such as exams (Inkson, 2007; Sawitri et al., 2013). In this context, it is seen that the factors affecting adolescents' test anxiety have a multidimensional structure; especially variables such as parental achievement pressure, career awareness, and parent-adolescent career fit are thought to play a key role in determining this structure. This study aims to understand how parental achievement pressure, an important factor in adolescents' test anxiety, is shaped by career awareness and parental career congruence, thereby providing a holistic perspective on academic, psychosocial, and career development.

Parental achievement pressure is an attitude characterized by parents who expect high achievement regardless of their children's potential and require them to achieve specific academic or professional goals (Haspolat & Yalçın, 2022; Tatlı & Atmaca, 2023). This pressure limits the child's leisure time, involves psychological compulsions, and is often blended with a perfectionist approach. Kapıkıran (2016) stated that parental achievement pressure may increase adolescents' depression, anxiety, and burnout levels. In particular, intrusive attitudes, defined as helicopter parenting, prevent the development of autonomy and damage intrinsic motivation (Schiffrin et al., 2014). In this context, individuals exposed to achievement pressure perceive academic achievement as a means of parental approval rather than as a value. Ma et al. (2018) state that the intrinsic motivation of individuals who feel excessive pressure decreases, negatively affecting school achievement. Özdemir (2012) and Kutsal (2009) found that this pressure is inversely related to subjective well-being and social support. In addition, parental pressure to succeed creates a perception of "debt to succeed" in children, weakening adolescents' emotional relationships with their parents (Ringeisen & Raufelder, 2015). The effects of this pressure become even more pronounced in countries with an exam-oriented education system, such as Turkey (Kapıkıran, 2020). The findings of Kaya (2020) also support this finding; the study found that parental achievement pressure predicted school burnout among high school students by 61% and psychological well-being by 56%. All these findings show that parental achievement pressure plays a critical role in adolescents' emotional and academic development. In this context, when parental achievement pressure is intense, adolescents approach exams with fear of failure and the fear of disappointing their parents. Therefore, this pressure can negatively affect the student's performance by deepening both the cognitive and emotional dimensions of test anxiety.

Test anxiety is a multidimensional phenomenon characterized by mental, emotional, and physiological reactions that individuals experience in assessment environments (Zeidner, 2010). In the cognitive dimension of this anxiety, especially in adolescents, worries focused on the exam result, distraction, and thoughts of failure are at the forefront. At the same time, physiological symptoms such as stress, stomach discomfort, sweating, and heart palpitations are observed in the emotional dimension (Pekrun & Perry, 2014). Exam anxiety affects physiological systems by increasing stress hormones in individuals (Al-

Bajalani, 2024; Hamad et al., 2021; Vassend et al., 1987). Gao (2023) found that academic stress increases academic burnout among young people, and this effect may be stronger at higher levels of academic self-efficacy. Begum (2023) stated that high test anxiety in students leads to academic procrastination by increasing feelings of self-doubt and fear of failure, which may negatively affect academic achievement. Various studies have shown that parental achievement pressure increases test anxiety (Kapıkıran, 2020; Ma, 2003). The fact that the meaning attributed to the exam result affects the self-perception of individuals is one of the main dynamics at the root of this anxiety. Ringeisen & Raufelder (2015) revealed that the contradiction between parental pressure and support is determinant in test anxiety. In addition, self-efficacy and social support, which are individual resources, can play a role in reducing or increasing test anxiety (Yıldırım, 2004; Yıldırım & Ergene, 2005). As a result, test anxiety is a complex structure that emerges with the interaction of not only individual but also environmental and relational factors. As a result, the fact that test anxiety is an important source of stress that prevents individuals from realizing their potential can also negatively affect their career plans and professional orientations in the long run. Therefore, developing career awareness can help individuals balance anxiety and make healthier career decisions by focusing on exam success and their abilities, interests, and life goals.

Career awareness involves recognizing individuals' skills, interests, and personal characteristics, and making professional decisions based on this awareness (Inkson, 2007). While this awareness enables the individual to take an active role in career development, it also facilitates setting future goals and developing strategies aligned with them. Lent and Brown (2013) emphasized that career awareness is directly related to an individual's self-efficacy. Cohen and Patterson (2012) stated that this awareness enables individuals to make informed professional decisions. Colston et al. (2017) stated that starting career awareness activities early increases an individual's long-term career success. The lack of career awareness, especially in exam-based education systems, causes individuals to focus only on exam success and ignore professional satisfaction (Bozyiğit & Gökbaraz, 2020). Salonen et al. (2018) stated that a lack of awareness can lead to professional indecision and wrong choices, and this situation paves the way for psychological problems such as anxiety, depression, and burnout. Career awareness is also a factor that increases an individual's psychological resilience. An individual who knows themselves and is aware of their skills can take a stronger stance during stressful periods, such as exams, and develop resistance to environmental pressures. The role of parents in this process is quite evident: supportive parental attitudes strengthen the child's career awareness, while oppressive attitudes can weaken it. In this context, career awareness is thought to be a protective factor in combating test anxiety. In studies, individuals with high career awareness approach the exam process in a more meaningful, goal-oriented manner, thereby decreasing test anxiety (Bozyiğit & Gökbaraz, 2020; Inkson, 2007). Therefore, career awareness is a multifaceted construct that supports the individual's professional development, psychological health, and decision-making competence. This multifaceted structure also includes the interactions that emerge in the context of career development, particularly in relationships with parents, especially during adolescence; at this point, the concept of "adolescent-parent career fit" becomes important.

Adolescent-parent career fit refers to the intellectual, emotional, and directive fit adolescents perceive with their parents in career development (Sawitri et al., 2013). This congruence is shaped by the level of support, encouragement, and acceptance the individual receives from their parents in their career choice. The parent must display a supportive yet non-directive attitude toward the individual who is trying to balance autonomy and commitment during adolescence. Suryadi and Santoso (2017) emphasize that parental support increases adolescents' self-confidence in career decisions and facilitates independent decision-making. Similarly, Ryan et al. (2016) stated that emotional autonomy plays an important role in healthy career decision-making among adolescents. Gati and Saka (2001) argued that the difficulties adolescents experience in career decisions are generally due to incompatibility with their parents. Otto (2000) stated that social support systems play a stabilizing role in this adaptation process, while Zhang and Fuligni (2006) showed that a strong emotional bond with parents contributes to adolescents making healthier choices in decision-making. In Turkish, a harmonious relationship with parents can reduce anxiety and pressure

experienced during the exam process and enable the individual to look to the future with more hope. In this context, adolescent-parent career congruence may act as a buffer, reducing test anxiety, fostering career awareness, and mitigating the negative effects of parental achievement pressure. Studies have shown that adolescents' academic achievement and psychological resilience are higher in families with high harmony. Significant differences have been observed in adolescents' stress-coping skills and motivation levels when they perceive parental support, especially during stressful situations such as exams (Sawitri et al., 2013; Suryadi & Santoso, 2017). In this respect, the adaptation variable examined in this study complements both family dynamics and career development.

The increasing competition in the education system has made academic success both an individual and a social value. This situation pressures students, especially adolescents, and parents' attitudes towards this process directly affect students' psychological well-being and exam performance. Although concepts such as test anxiety, parental attitudes, and career development are discussed separately in the literature, the number of comprehensive models that consider these variables together is limited. In particular, it is important to identify the intervening variables when explaining the effect of parental achievement pressure on test anxiety. In this context, the mediating role of variables such as career awareness and adolescent-parent career congruence aims to address an important gap, both theoretically and practically. The unique aspect of the study is that it considers these three variables within the framework of a chain mediation model and considers test anxiety not only as an individual problem but also as a familial and developmental process. This study aims to yield findings that will contribute to school guidance services, family counseling, and career planning processes by revealing the direct effect of parental achievement pressure on test anxiety and the mechanisms through which this effect may increase or decrease. Especially in countries with an exam-based education system, such as Turkey, identifying protective variables that reduce the psychological and social pressure associated with exam success is vital in applied psychological counseling. In this context, the study makes important contributions to the literature regarding both model integrity and the explanatory relationships among variables. Based on this point, the questions of the study were determined as follows:

1. Is there a significant relationship between parental achievement pressures, test anxiety, adolescent-parent career adaptation, and career awareness of adolescents?
2. Is there a chain mediating role of adolescent-parent career adjustment and career awareness in the effect of parental achievement pressures on test anxiety of adolescents?

2. METHOD

2.1. Research model

This study used a cross-sectional, relational survey model to examine the relationships among variables. The relational model is an approach that aims to reveal structural connections between variables regarding the current situation and focuses on directional relationships rather than causality (Fraenkel et al., 2012). In the research process, direct and indirect effects between dependent and independent variables were tested through structural equation modeling (SEM). On the other hand, a cross-sectional design allows data to be collected over a specific period and the correlational relationships between variables to be analyzed simultaneously (Creswell, 2014). In this context, the study offers an appropriate and widely preferred quantitative research approach, especially in explaining the patterns between psychological and career-based variables.

2.2. Participants

The study participants were selected using convenience sampling, a method frequently preferred in quantitative research (Karasar, 2022). This method allows data to be collected from individuals who are

accessible and easy to access. The study sample consisted of high school students in the Sultanbeyli and Arnavutköy districts of Istanbul during the 2024-2025 academic year. Participants were selected from high school students who volunteered for the study. In the study, care was taken to include individuals with heterogeneity that could represent the variables of interest.

Table 1.

Information About The Participants

Variable	Groups	f	%
Gender	Female	129	41.3
	Male	183	58.7
School Type	Vocational High School	78	25.0
	Anatolian High School	128	41.0
	Imam Hatip High School	106	34.0
Graduate level	9th Grade	120	38.5
	10nd Grade	39	12.5
	11rd Grade	55	17.6
	12th Grade	98	31.4
Mother's Education Level	Can Read and Write	12	3,8
	Primary School	104	33,3
	Middle School	62	19,9
	High School	102	32,7
	Graduate	22	7,1
	Post-Graduate	10	3,2
Father's Education Level	Can Read and Write	5	1,6
	Primary School	88	28,2
	Middle School	57	18,3
	High School	105	33,7
	Graduate	28	9,0
	Post-Graduate	29	9,3

As shown in Table 1, 129 (41.3%) participants were female, and 183 (58.7%) were male. 78 (25.0%) of the students were studying in vocational high schools, 128 (41.0%) in Anatolian high schools, and 106 (34.0%) in imam hatip high schools. By grade level, 120 (38.5%) were 9th-grade students, 39 (12.5%) were 10th-grade students, 55 (17.6%) were 11th-grade students, and 98 (31.4%) were 12th-grade students. The educational levels of the mothers were literate (3.8%), primary school (33.3%), secondary school (19.9%), high school (32.7%), undergraduate (7.1%), and graduate (3.2%). The education levels of the fathers were literate (1.6%), primary school (28.2%), secondary school (18.3%), high school (33.7%), undergraduate (9.0%), and graduate (9.3%). In addition, the average age of the students participating in the study was 15.39 years.

2.3. Data Collection Instruments

2.3.1. Personnel Information Form

This form, created by the researchers, includes questions on gender, grade level, school type, and the educational levels of mothers and fathers.

2.3.2. Adolescent-Parent Career Congruence Scale

A six-point Likert-type scale developed by Sawitri et al. (2013) to assess the congruence between parents' and adolescents' career expectations was adapted into Turkish by Bacanlı et al. High scores on the scale indicate a strong congruence between parents and adolescents. In analyses of the Turkish sample, the scale's goodness-of-fit indices were found to be acceptable. The values obtained for goodness of fit are as follows: $\chi^2/df = 3.062$, GFI = .953, CFI = .918, AGFI = .927, TLI = .895, and RMSEA = .065. Sample items include statements such as "My family supports me in my career plans" and "My family and I have similar career interests". The items on the scale are distributed into two sub-dimensions, each consisting of complementary factors. In this context, seven items represent one sub-dimension, and four items represent the other sub-dimension. In the Turkish adaptation studies, the internal consistency coefficient for the scale's total score was .82. For the complementary sub-dimensions, the coefficients were .73 and .77, respectively. In this study, Cronbach's alpha coefficient for the scale's internal consistency was .87 for the total score, .86 for the first sub-dimension, and .71 for the second sub-dimension. The Cronbach's alpha internal consistency coefficient of the scale for this study was re-examined and found to be .834.

2.3.3. Career Awareness Scale

The Career Awareness Scale was developed by Öztürk and Şirin (2020) to measure individuals' awareness of their career interests, competencies, and decision-making processes. The scale consists of 31 items rated on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). It includes several dimensions reflecting different aspects of career awareness, including self-awareness, need for self-knowledge, general career awareness, job awareness, competency awareness, and career decision. Sample items include statements such as "I am aware of the professions that match my abilities" and "I try to learn about the competencies required for the professions I am interested in." The total score ranges from 31 to 155, with higher scores indicating greater career awareness. In the original scale development study, the model fit indices were reported as CFI = .914, NFI = .874, GFI = .891, RFI = .860, and RMSEA = .053, and the Cronbach's alpha internal consistency coefficient was .912. Since the scale was originally developed for university students, additional psychometric analyses were conducted in the present study to evaluate its suitability for the high school sample. The internal consistency coefficient for the current sample was .900, indicating high reliability. In addition, confirmatory factor analysis was re-conducted to examine the construct validity of the scale for high school students. The goodness-of-fit indices obtained from this analysis [$\chi^2/df = 2.316$, CFI = .901, GFI = .911, SRMR = .073, RMSEA = .065] indicated that the measurement model demonstrated acceptable fit for the current sample. These findings suggest that the scale provides reliable and valid measurements of career awareness among high school students in this study.

2.3.4. Parental Achievement Pressure Scale

It was developed by Haspolat and Yalçın (2022) to determine the effect of parental achievement pressure on high school students. The scale consists of 15 items on a five-point Likert scale (1 = strongly disagree, 2 = strongly disagree, 3 = undecided, 4 = agree, 5 = strongly agree). It is answered as. The scale consists of one sub-dimension. Parental Achievement Pressure Scale (PEPS) is a tool developed to assess the achievement pressure students perceive from their parents. The total points range from 15 to 75. Higher scores indicate that students perceive their parents exert more pressure on them to succeed. In the validity study of the scale, goodness-of-fit values [$\chi^2/df=2.60$, RMSEA=0.073, SRMR=0.040, TLI=0.929, CFI=0.939] were obtained.

The Cronbach's alpha internal consistency coefficient for the 15 items of the scale was .93. In the test-retest, a correlation of .86 was found between the first and second administrations. For this study, Cronbach's alpha internal consistency coefficient was re-examined and found to be .937.

2.3.5. Westside Test Anxiety Scale

This measurement tool was developed by Totan (2018) to assess test anxiety among middle and high school students and to evaluate its effects. This tool, a five-point Likert-type scale, consists of 11 items and a single sub-dimension. The scale score is inverted, with higher scores indicating greater test anxiety and lower scores indicating lower anxiety. Although there is no cut-off point, scores of +1 standard deviation and above indicate high anxiety, and scores of -1 standard deviation and below indicate low anxiety. Validity studies revealed goodness-of-fit values for the scale of [$\chi^2/sd = 3.14$, CFI = .97, SRMR = .003] for the middle school level and [$\chi^2/sd = 2.92$, CFI = .96, SRMR = .003] for the high school level. In the reliability analyses, Cronbach's alpha was .92 in middle school and .91 in high school; in the test-retest analyses conducted two weeks apart, the correlation was .72 in middle school and .74 in high school. These results indicate that the scale is a reliable and valid measure of test anxiety. For this study, Cronbach's alpha internal consistency coefficient was re-examined and found to be .872.

2.4. Data Analyses

After data collection, the data were transferred to SPSS 29.0. The data from 362 participants were examined; 40 data points were identified as outliers and excluded, leaving 312 valid data points. During the analysis, the normality assumption was evaluated; specifically, the skewness and kurtosis coefficients, as well as the distribution of Z-scores, were examined. In line with George and Mallery's (2010) suggestion that skewness and kurtosis values between -1.5 and +1.5 indicate a normal distribution, the findings in Table 2 indicate that all values are within these limits, and the data are typically distributed. In addition, homogeneity in the Z-score distribution also supported the normality assumption. In line with the study's primary purpose, the effect of adolescents' perceived parental achievement pressure on test anxiety was examined, and the sequential mediating roles of adolescent-parent career congruence and career awareness in this relationship were tested. For this purpose, a structural equation model (SEM) was established to analyze direct and indirect effects. Kline (2015) suggests that in parametric SEM applications, it is necessary to specify causal relationships structured by the definitions of the theoretical variables. The relevant analyses were conducted using SPSS 29.0 and AMOS 29.0 programs. In addition to the structural equation modeling analysis, a network analysis was conducted as an exploratory complementary technique to visualize the relational structure among the study variables. While SEM focuses on testing theoretically specified directional relationships between variables, network analysis allows the examination of the overall interaction pattern and the relative strength of associations within a system of variables. In this study, network analysis was used to provide a graphical representation of the relationships among parental achievement pressure, test anxiety, adolescent-parent career congruence, and career awareness. The network structure was estimated and visualized using JASP. In addition, the relationships among variables were tested using the JAMOVİ program, and JASP software was used to estimate and visualize the network structure. The χ^2/sd , RMSEA, SRMR, CFI, TLI, IFI, and NFI fit indices were used to evaluate the goodness-of-fit of the developed model, and the final version of the model was presented visually in line with the results.

2.5. Ethical approval and data collection process

This study complied with all the rules specified in the "Guidelines for Scientific Research and Publication Ethics in Higher Education Institutions". None of the actions listed under the heading "Actions Contrary to Scientific Research and Publication Ethics", which is the second section of the guidelines, were carried out.

Ethics committee approval information

Name of the committee that conducted the ethics evaluation: Istanbul Sabahattin Zaim University

Date of ethics evaluation decision: 30.04.2025

Ethics evaluation document number: 2024/04

3. FINDINGS

The relationship coefficients, descriptive statistics, and confidence intervals for achievement pressure, test anxiety, adolescent-parent career fit, and career awareness in adolescents were analyzed using the JAMOVİ program, and the results are presented in Table 2.

Table 2.

The Relationship and Descriptive Values Between Parental Achievement Pressure, Test Anxiety, Adolescent Parental Career Adjustment, And Career Awareness

Variables	Range	Mean	Std. Deviation	Skew.	Curt.	Correlations with parental achievement pressure		Confidence Intervals	
						r	p	95% CI Upper	95% CI Lower
Parental Achievement Pressure	15-75	38.41	15.79	.444	-.780	-	-	-	-
Test Examination	11-55	35.25	9.61	-.193	-.576	.339	<.01	.434	.237
Adolescent Parent Career Congruence	11-55	36.45	7.34	-.603	.376	-.258	<.01	-.151	-.359
Career Awareness	31-155	103.68	20.86	-.436	.355	-.281	<.01	-.092	-.305

According to the findings, there is a significant and positive relationship between parental achievement pressure and adolescents' test anxiety ($r = .339$, $p < .01$, 95% CI [.237, .434]). This result shows that adolescents who feel a high level of achievement expectation from their parents also have higher levels of anxiety about exams. On the other hand, there was a negative and significant relationship between parental achievement pressure and adolescent parental career adjustment ($r = -.258$, $p < .01$, 95% CI [-.359, -.151]). This suggests that high parental career expectations and directives weaken adolescents' adaptive relationship with their parents in the career process. Similarly, there is a significant and negative relationship between parental achievement pressure and career awareness ($r = -.281$, $p < .01$, 95% CI [-.305, -.092]); that is, it can be said that the career awareness of adolescents who experience intense achievement pressure from their parents decreases. In general, these results suggest that parental achievement pressure on adolescents increases test anxiety and decreases positive psychological constructs such as adaptation and awareness of the career process.

To complement the structural equation modeling results, an exploratory network analysis was conducted to visualize the relational structure among the study variables. Network analysis allows visualization of the interactions between multiple variables, including direction and intensity. Positive relationships are shown with blue lines and negative relationships with red lines, and the dynamics between variables are presented. The analysis was performed using JASP, and the resulting network graph was presented in the study.

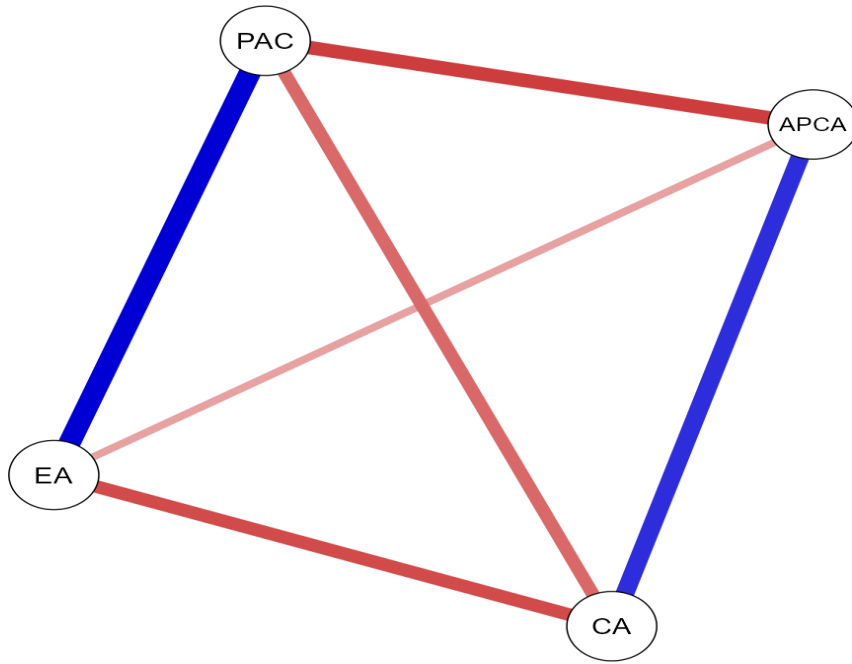


Figure 1. *Network Analyses*

Note. PAC: parental achievement pressure, EA: examination anxiety, APCA: adolescent parent career adjustment, CA: Career awareness

Analysis of the graph shows a strong positive relationship between PAC and EA; this indicates that parental pressure increases adolescent test anxiety. On the other hand, there are significant negative correlations between PAC and APCA, and between PAC and CA, suggesting that parental pressure weakens adolescents' harmony with their parents in the career process and their career awareness. Similarly, a negative relationship was observed between EA and CA, indicating that test anxiety negatively affects career awareness. On the other hand, it is noteworthy that there is a strong, positive relationship between APCA and CA; this finding indicates that the career harmony adolescents establish with their parents supports career awareness. Overall, the network structure reveals the critical effects of parental pressure on adolescents' psychological well-being and career development from a multidimensional perspective.

In line with the relational findings, a structural model was created in AMOS, and regression analyses were performed to determine the predictive power of the variables. The contribution of each variable to the model was evaluated together with the regression coefficients and significance levels, and these results are presented in detail in Table 3.

Table 3.
Regression Findings For Variables

			Regression Weights				S.R.W.
			Estimate	S.E.	C.R.	p	
APCA	<---	PAC	-0,267	0,06	-4,428	***	-0,301
CA	<---	APCA	0,078	0,027	2,927	0,003	0,25
CA	<---	PAC	0,009	0,018	0,509	0,611	0,034
EA	<---	PAC	0,241	0,053	4,529	***	0,331
EA	<---	CA	-0,473	0,197	-2,4	0,016	-0,18
EA	<---	APCA	-0,02	0,056	-0,354	0,723	-0,024

Note. PAC: parental achievement pressure, EA: examination anxiety, APCA: adolescent parent career adjustment, CA: Career awareness

The regression analysis results presented in Table 3 reveal the effects of parental achievement pressure (PAC) on adolescent parental career adjustment (APCA), career awareness (CA), and test anxiety (EA), and also explain the predictive relationships between these variables in a multivariate structure. The findings show that the PAC variable is a negative, significant predictor of APCA ($\beta = -0.267$, $p < .001$); this finding indicates that adolescents who perceive high achievement expectations from their parents have difficulty experiencing harmony with their parents in the career process. At the same time, the PAC variable had a significant and positive effect on test anxiety ($\beta = 0.241$, $p < .001$), indicating that as parental pressure increases, test anxiety also increases. On the other hand, APCA did not significantly predict test anxiety ($\beta = -0.020$, $p = .723$), suggesting that the effect of career adaptation on test anxiety may not be explained directly.

Regarding the career awareness variable, APCA was a significant and positive predictor of CA ($\beta = 0.078$, $p = .003$), indicating that individuals who experience harmony with their parents in the career process have higher career awareness. However, the effect of PAC on CA was not statistically significant ($\beta = 0.009$, $p = .611$); therefore, it is concluded that direct parental pressure does not have a significant effect on the adolescent's career awareness. On the other hand, CA had a significant and negative impact on EA ($\beta = -0.473$, $p = .016$); this result indicates that individuals with high career awareness experience less anxiety about the exam process.

In general, the findings reveal that parental achievement pressure has direct and indirect effects on adolescent psychology; in this process, especially career adaptation and career awareness variables play an important role as structural components affecting test anxiety. This suggests that parental attitudes direct adolescents' career development and emotional reactions to the exam process.

Based on these findings, the structural equation modeling results for the chained multiple mediator role of career awareness and adolescent parental career adjustment in the effect of parental achievement pressure on test anxiety are presented in Figure 2.

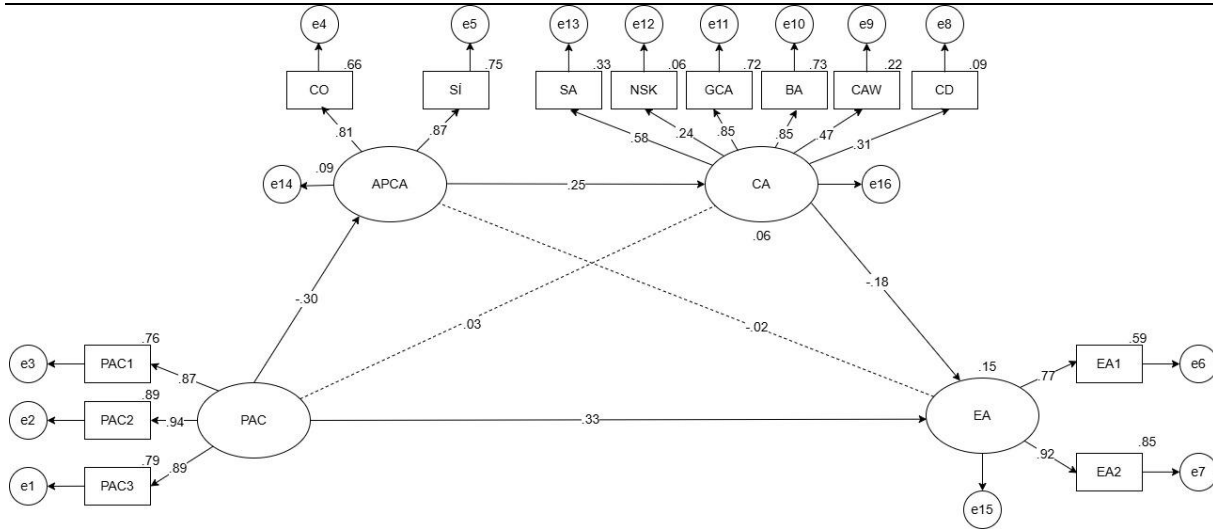


Figure 2. Model for mediation analysis

Note. PAC: parental achievement pressure, EA: examination anxiety, APCA: adolescent parent career adjustment, CA: Career awareness, CO: complementary, SI: similarity, SA: self-awareness, NSK: the need for self-knowledge, GCA: general career awareness, BA: business awareness, CAW: competence awareness, CD: career decision

The structural model presented in Figure 2 was constructed to explain the effect of parental achievement pressure on test anxiety in adolescents, and it was tested whether this relationship operates through the variables of adolescent-parent career congruence (APCA) and career awareness (CA) within the scope of sequential and multiple mediation pathways. According to the findings, parental achievement pressure negatively and significantly affected APCA ($\beta = -.30$), indicating that parental pressure for achievement weakens the career relationships adolescents establish with their parents. The effect of APCA on CA was significant and positive ($\beta = .25$). In contrast, the predictive effect of CA on test anxiety was significant and negative ($\beta = -.18$). These findings reveal that parental pressure directly increases test anxiety ($\beta = .15$). Still, this effect can be weakened indirectly, especially through career awareness. On the other hand, the paths indicated by dashed lines in the model (e.g., PAC $\rightarrow$ CA, APCA $\rightarrow$ EA, and the sequential path PAC $\rightarrow$ APCA $\rightarrow$ CA $\rightarrow$ EA) were not statistically significant, suggesting that the indirect effects through these paths were not supported. Career awareness was represented by subcomponents such as general awareness (GCA), job awareness (JA), competence awareness (CAW), decision-making (DM), need for self-knowledge (NSK), and self-awareness (SA), which together supported the construct's holistic strength and theoretical consistency. In conclusion, the model shows that the increasing effect of parental pressure on test anxiety can be explained, especially in the context of career developmental processes; however, it reveals that this interaction makes sense only through certain mediators.

The fit indices of the constructed structural equation model indicated a generally acceptable fit to the data. The χ^2/df ratio was calculated as 2.686, and this value is close to the <3 Limits and shows a good fit (Carmines & McIver, 1981). The RMSEA value was .074, which falls within the acceptable range of .06- .08 and corresponds to the range reported by Browne and Cudeck (1992). The SRMR value is also at an acceptable level, with a value of .071 (Hu & Bentler, 1999). In addition, the other goodness-of-fit indices [CFI = .920, TLI = .930, IFI = .948, NFI = .920] are above .90, indicating that the general model structure adequately fits the sample data (Bentler & Bonett, 1980; McDonald & Marsh, 1990). In line with these findings, the proposed structural model is consistent with the theoretical framework and provides a statistically adequate fit.

The coefficients for the direct and indirect effects, with 95% confidence intervals, for the chained multiple mediation effect of adolescent-parent career congruence and career awareness on parental achievement pressure's effect on test anxiety are presented in Table 5.

Table 5.
Direct And Indirect Effects Of Mediation Analysis

Direct Effect				Coefficient	Lower	Upper			
APCA	<---		PAC	-0,267	-0,404	-0,136			
CA	<---		APCA	0,078	0,026	0,167			
CA	<---		PAC	0,009	-0,029	0,047			
EA	<---		PAC	0,241	0,102	0,379			
EA	<---		CA	-0,473	-1,125	-0,021			
EA	<---		APCA	-0,02	-0,15	0,143			
Indirect Effect				Coefficient	Lower	Upper			
EA	<---	APCA	<---	PAC	.005	.000	.014		
EA	<---	CA	<---	PAC	.001	.047	.050		
EA	<---	CA	<---	APCA	<---	PAC	.001	-.003	.007

Note. PAC: parental achievement pressure, EA: examination anxiety, APCA: adolescent parent career adjustment, CA: Career awareness

The mediation analysis results in Table 5 show that the effect of parental achievement pressure on test anxiety is significant and structured, with career adaptation and career awareness mediating in sequence. Parental achievement pressure has a negative and significant effect on adolescent parental career congruence ($\beta = -.267$, $p < .01$, 95% CI = [-.362, -.162]), indicating that as pressure increases, the adolescent's congruence with the parent regarding the career process decreases. Adolescent-parent career congruence, on the other hand, had a significant and positive effect on career awareness ($\beta = .078$, $p < .01$, 95% CI = [.027, .130]), indicating that as congruence increased, the adolescent's career awareness increased. In the model, the effect of career awareness on test anxiety was negative and significant ($\beta = -.473$, $p < .05$), indicating that individuals with high career awareness experience less test anxiety.

In terms of indirect effects, the strongest mediation effect of parental achievement pressure on test anxiety was observed through adolescent parental career fit ($\beta = .005$, $p < .01$, 95% CI = [.000, .014]). On the other hand, the direct pathway mediated by career awareness (Parental achievement pressure → career awareness → Test anxiety) was not significant ($\beta = .001$, 95% CI = [-.047, .050]). Similarly, the sequential indirect path (Parental Achievement Pressure → Adolescent Parental Career Congruence → Career Awareness → Test Anxiety) was also not statistically significant ($\beta = .001$, 95% CI = [-.003, .007]). These findings reveal that the level of career congruence especially plays a decisive mediating role in parental pressure increasing test anxiety. Still, the awareness dimension does not contribute significantly to this effect alone or in a sequential structure. These results suggest that parental achievement-oriented pressure may indirectly harm adolescents' test anxiety, but career congruence with parents serves as a strengthening function in reducing this effect.

4. DISCUSSION

The present study aimed to examine the direct and indirect relationships between parental achievement pressure and adolescents' test anxiety within the context of career development variables. The findings

obtained in this study reveal that parental achievement pressure directly and positively affects test anxiety in adolescents. However, the mediation analysis indicated that only adolescent–parent career congruence had a significant indirect effect on this relationship. In contrast, the indirect pathways involving career awareness and the proposed sequential mediation model were not statistically supported. Kapıkıran (2020) stated that parental expectations for academic achievement increased test anxiety and that this relationship may be partially mediated by psychological resilience. Similarly, the same study showed that adolescents who perceived high achievement expectations from their parents increased their test anxiety. Similar findings are also found in international literature. Desai (2024), Pienyu et al. (2024), Zhang et al. (2024), and Kaur (2012) showed that academic stress and test anxiety increased significantly in adolescents when parental expectations were high. Ang and Huan (2006) found that overly controlling parental attitudes contributed to test anxiety. Levpuscek and Zupancic (2009) reported that parental pressure weakens adolescents' academic self-efficacy levels and increases their anxiety levels. On the other hand, adolescent–parent career fit plays an important role in career development. Sawitri et al. (2013) emphasized that career congruence reduces adolescents' anxiety about the future and fosters a clearer attitude toward decision-making. Dietrich and Kracke (2009) showed that parents who take a supportive rather than directive role in career decision-making reduce anxiety. Career awareness was also examined as a potential mediator in this study. Previous studies have suggested that career awareness may reduce decision-making stress and support more controlled career planning processes (Gati & Saka, 2001; Öztürk & Şirin, 2020). However, in the current study, the indirect pathway involving career awareness was not statistically significant. This finding suggests that although adolescents may possess a certain level of awareness about career options, such awareness may not be sufficient to buffer the emotional impact of parental achievement pressure on test anxiety. In exam-oriented educational systems, adolescents often prioritize short-term academic performance and parental expectations rather than long-term career exploration. Therefore, the relational dimension represented by adolescent–parent career congruence appears to play a more decisive role in shaping adolescents' emotional responses to academic pressure. These results suggest that parental pressure directly increases test anxiety; however, this effect can be regulated in a more meaningful and effective way through the relationships that adolescents establish with their families in the career development process. Taken together, these findings indicate that relational dynamics between adolescents and their parents play a more central role in shaping emotional responses to academic pressure than purely cognitive career-related awareness.

Importantly, the proposed sequential mediation model ($PAC \rightarrow APCA \rightarrow CA \rightarrow EA$) was not statistically significant in the structural equation analysis. This suggests that not only does the career fit with parents, but also the content and quality of this fit play a critical role in reducing test anxiety. Career congruence should be evaluated not only by whether parents and adolescents share similar goals, but also by how these goals are constructed and by the quality of mutual communication and support (Keller & Whiston, 2008; Metheny & McWhirter, 2013). The literature frequently emphasizes that parents' supportive but non-pressuring attitudes positively affect adolescents' psychological well-being (Dietrich & Kracke, 2009; Whiston & Keller, 2004). Parents' attitudes that guide their children's career development but respect their individual preferences ensure that career awareness becomes meaningful and functional (Fouad et al., 2016; Leung et al., 2011). In this context, the lack of statistical significance in the effect of career awareness on test anxiety suggests that awareness must extend beyond knowledge. Gati and Levin (2014) explain this situation in terms of the quality of the knowledge used in the decision-making process; awareness gains meaning when the individual recognizes themselves and puts this knowledge into practice. Similarly, Blustein et al. (1997) found that individuals' active agency in the career process reduces the stress of the transition from school to work. At this point, the role of parents should not only be directive, but also co-experiencing the process. Otherwise, even a superficial career alignment with parents may be ineffective in reducing stress factors such as test anxiety. In conclusion, the quality of the relationship adolescents establish with their parents during the career development process, their communication style, and their participation in decision-making processes are determinants of indirect effects on test anxiety. Therefore,

the present findings emphasize that the emotional and relational context of career development may be more influential than informational awareness alone in explaining adolescents' test anxiety.

The findings obtained in this study gain theoretical integrity when evaluated within the scope of Social Cognitive Career Theory (SCCT). This model, developed by Lent, Brown, and Hackett (2000), explains an individual's career development in terms of self-efficacy beliefs, outcome expectations, career goals, and external factors such as environmental support and obstacles. In this context, although the mediating role of career awareness was not statistically supported in the present study, the conceptual relationship between career awareness and reduced anxiety remains consistent with the theoretical assumptions of SCCT, namely that self-efficacy perceptions and self-awareness can play a stress-reducing role in career processes. Moreover, the effects of parental support or pressure on career adjustment and mindfulness are directly related to the functionality of the social support mechanisms emphasized in SCCT (Lent & Brown, 2013). In particular, the structural model of career awareness → parental support → individual's decision processes → adaptation is consistent with the SCCT perspective in which the individual is the active subject in career development, but environmental factors are also determinants. Moreover, the model's explanation of the indirect effects of test anxiety supports the broader SCCT framework, which extends beyond career choice to include the individual's academic and psychological adjustment processes (Lent et al., 2000). Accordingly, self-awareness and self-efficacy in career development are seen not only as outcomes but also as key variables that guide the process, and it is accepted that environmental pressures may have direct or indirect effects on these processes. The model proposal for this study offers theoretical coherence and explanatory power by evaluating individual factors and environmental interactions, the basic building blocks of SCCT.

In exam-oriented education systems like Turkey, academic achievement is related to individual development and families' expectations of social status and economic security. For this reason, parents see their children's academic performance as an extension of their social identity, which puts intense pressure on students to succeed (Yıldırım & Ergene, 2003). Research shows that high stress during the exam period increases test anxiety in students and negatively affects their psychological resilience levels (Prisacaru, 2024). Studies show that exam-oriented education policies limit students' development and that focusing solely on academic achievement neglects developmental needs, indicating that this approach negatively affects the quality of education (Li, 2024). In addition, individual qualities, such as career awareness, remain in the background amid the exam-oriented system, making it difficult for students to make career decisions based on their interests and abilities (Kuzgun, 2000). In such cultural structures, parental support can become oppressive; therefore, career adaptation remains superficial and ineffective in reducing test anxiety when its content weakens (Kapıkıran, 2020). In conclusion, the exam-centered cultural structure in Turkey disrupts the balance between parental expectations and individual awareness, which may contribute to the persistence of elevated test anxiety among adolescents navigating high-stakes educational transitions.

4.1. Conclusion

To explain the effect of parental achievement pressure on test anxiety, this study examined the mediating roles of adolescent-parent career fit and career awareness variables in a chain. The findings revealed that parental pressure directly increases test anxiety; however, variables such as career adaptability and career awareness can partially weaken this effect. The results suggest that the career development process depends on individual awareness and the quality of the relationship with parents. In addition, it was revealed that awareness alone does not reduce test anxiety and that this process should be evaluated together with social context and support mechanisms. As a result, it was emphasized once again that test anxiety in adolescence is not only an individual but also a relational and contextual process.

4.2. Limitations

Despite these contributions, several limitations of the present study should be acknowledged. First, the study employed a cross-sectional research design, which limits the ability to draw causal conclusions about the relationships between parental achievement pressure, career congruence, career awareness, and test anxiety. Although structural equation modeling allows the examination of directional relationships based on theoretical assumptions, the findings should be interpreted as associative rather than strictly causal. Longitudinal studies are needed to better understand how parental expectations, career-related variables, and adolescents' anxiety develop and interact over time. In addition, the data were collected via self-report measures, which may increase the risk of common-method bias and social desirability bias.

4.2. Implications and Recommendations

In line with this study's findings, several recommendations have been developed for practitioners, policymakers, and researchers. First, it is suggested that school counselors implement psychoeducation programs to help parents recognize the pressure to succeed on their children and reduce the negative effects of this pressure. In addition, career counseling services should be structured around a tripartite model that brings together students, parents, and counselors, rather than focusing solely on students, thereby increasing communication and harmony in the career process. In the context of educational policies, it is important to consider career development holistically, including students' psychosocial development, rather than defining it solely in terms of academic achievement. In this context, guidance and career counseling services should be made compulsory at the high school level, and national programs to increase students' career awareness should be supported. In research, testing similar models across different age groups, especially in secondary school and post-university periods, would be useful for revealing developmental differences. In addition, to overcome the limitations of quantitative studies based on self-report data, it is recommended that mixed-method research designs supported by qualitative data should be preferred. Finally, conducting cross-cultural comparative studies to reveal whether parental achievement pressure is a universal or culture-specific phenomenon will make theoretical and practical contributions to the literature.

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GENİŞLETİLMİŞ ÖZET

1. GİRİŞ

Bu araştırma, ergenlik döneminde ebeveyn başarı baskısının sınav kaygısına etkisini kariyer farkındalığı ve ergen-ebeveyn kariyer uyumu üzerinden açıklamayı amaçlamaktadır. Ergenlik kimlik gelişimi, kariyer planlaması ve akademik başarı açısından kritik bir dönem olup bu süreçte sosyal çevre, aile ilişkileri ve bireyin psikolojik dayanıklılığı ön plana çıkmaktadır. Özellikle sınav odaklı eğitim sistemlerinde öğrencilerin erken yaşta akademik başarı elde etmeye zorlanması, öğrencilerin kaygı düzeylerinin artmasına ve üzerlerinde psikolojik baskı oluşmasına neden olmaktadır.

Ebeveyn başarı baskısı, çocuklardan yüksek düzeyde başarı bekleyen ve bunu zorunluluk haline getiren ebeveyn tutumları olarak tanımlanır. Bu baskı; çocukların serbest zamanlarını sınırlandırmakta, içsel motivasyonlarını zedelemekte ve akademik başarıyı bir ebeveyn onayı aracı olarak görmelerine neden olmaktadır. Literatürde, bu baskının depresyon, kaygı, tükenmişlik ve sınav stresiyle ilişkili olduğu gösterilmiştir. Özellikle "helikopter ebeveynlik" olarak tanımlanan kontrolcü tutumların, ergenlerin özerklik gelişimini ve akademik öz güvenini olumsuz etkilediği vurgulanmaktadır.

Sınav kaygısı, bireyin değerlendirme ortamlarında yaşadığı bilişsel, duygusal ve fizyolojik tepkilerden oluşan çok boyutlu bir olgudur. Bu kaygı türü özgüven kaybı, dikkat dağınıklığı, akademik erteleme davranışları ve akademik tükenmişlik gibi olumsuz sonuçlar doğurabilmektedir. Alan yazınındaki pek çok çalışma, ebeveyn baskısının sınav sonucuna yüklenen anlamı etkileyerek öğrencilerin sınav kaygısını artırdığını göstermektedir.

Kariyer farkındalığı, bireyin ilgi, yetenek ve değerlerini tanıyarak bilinçli kariyer kararları almasını sağlayan bir süreçtir. Bu farkındalık, öz yeterliği artırmakta, stresle başa çıkmayı kolaylaştırmakta ve sınav kaygısını azaltıcı rol oynayabilmektedir. Ergen-ebeveyn kariyer uyumu; ergenin kariyer kararlarına yönelik ebeveyninden algıladığı destek ve kabul düzeyini tanımlamaktadır. Bu uyumun yüksekliği, öğrencilerin akademik motivasyonunu ve psikolojik sağlamlığını artırırken onların sınav sürecini daha kontrollü yönetmelerine olanak tanımaktadır.

Sonuç olarak, ebeveyn başarı baskısı sınav kaygısını doğrudan artırmakta; bu etkide kariyer farkındalığı ve kariyer uyumu kısmen aracılık rolü üstlenmektedir. Bu araştırma, sınav kaygısının yalnızca bireysel değil, aynı zamanda ailesel ve bağlamsal etmenlerle şekillenen çok boyutlu bir olgu olduğunu göstermekte; uygulamalı psikolojik danışmanlık ve okul rehberliği hizmetleri açısından alan yazına önemli katkılar sunmaktadır.

2. YÖNTEM

Bu araştırma, ergenlerde sınav kaygısı ile ebeveyn başarı baskısı arasındaki ilişkiyi, kariyer farkındalığı ve ergen-ebeveyn kariyer uyumu değişkenlerinin zincirleme aracılık rolü bağlamında incelemek amacıyla kesitsel ve ilişkisel tarama modeli ile desenlenmiştir. Araştırma, İstanbul'un Sultanbeyli ve Arnavutköy ilçelerinde 2024–2025 eğitim öğretim yılında öğrenim gören, kolayda örnekleme yöntemiyle belirlenen 312 lise öğrencisiyle gerçekleştirilmiştir. Araştırma grubunun yaş ortalaması 15,39 olup örneklem; cinsiyet, okul türü ve ebeveyn eğitim düzeyi bakımından heterojen bir dağılım göstermektedir.

Veriler; "Kişisel Bilgi Formu, Ebeveyn Başarı Baskısı Ölçeği (Haspolat ve Yalçın, 2022), Ergen-Ebeveyn Kariyer Uyum Ölçeği (Sawitri vd., 2013; Bacanlı vd., 2018), Kariyer Farkındalık Ölçeği (Öztürk ve Şirin, 2020) ve Westside Sınav Kaygısı Ölçeği (Totan, 2018)" ile toplanmıştır. Tüm ölçeklerin iç tutarlılık katsayıları ,83–,93 aralığında) yüksek güvenilirlik göstermektedir. Veri toplama sürecine geçmeden önce gerekli etik kurul onayı alınmış, 18 yaş altı katılımcılar için ise veli onam formları imzalatılmıştır. Veri toplama süreci, rehber öğretmenler eşliğinde yürütülmüştür.

Veriler, SPSS 29,0 programına aktarılarak analiz edilmiştir. Veriler SPSS 29.0 programına aktarılmıştır. Araştırma kapsamında öncelikle 362 katılımcıdan elde edilen veriler incelenmiştir. Veri setinde yer alan aykırı gözlemleri belirlemek amacıyla Z-puanları değerlendirilmiş ve ± 3 sınırlarının dışında kalan 40 gözlem veri setinden çıkarılmıştır. Böylece analizler 312 katılımcıdan elde edilen veriler üzerinden yürütülmüştür. Normal dağılım varsayımı kapsamında çarpıklık ve basıklık katsayıları ile Z-puanı dağılımları incelenmiş, tüm değerlerin kabul edilebilir sınırlar içerisinde olduğu belirlenmiştir. Araştırmanın temel modelini test etmek amacıyla Yapısal Eşitlik Modellemesi kullanılmış; analizler AMOS 29,0, JAMOVİ ve JASP programları ile gerçekleştirilmiştir. Modelin uyum indeksleri ($\chi^2/sd = 2,686$, RMSEA = ,074, CFI = ,920, SRMR = ,071) kabul edilebilir düzeydedir. Elde edilen bulgular, ebeveyn başarı baskısının sınav kaygısı üzerinde hem doğrudan hem de kariyer uyumu üzerinden dolaylı bir etkiye sahip olduğunu göstermektedir ancak kariyer farkındalığının yer aldığı zincirleme aracılık yolu istatistiksel olarak anlamlı bulunmamıştır. Bu sonuç, özellikle kariyer uyumu değişkeninin sınav kaygısını azaltmada kritik bir aracı rol üstlendiğini göstermektedir.

3. BULGULAR, TARTIŞMA VE SONUÇLAR

Bu çalışmada, ergenlerde sınav kaygısını etkileyen önemli bir faktör olan ebeveyn başarı baskısının; ergen-ebeveyn kariyer uyumu ve kariyer farkındalığı aracılığıyla nasıl bir etki mekanizması oluşturduğu incelenmiştir. Çalışma, İstanbul'daki liselerde öğrenim gören 312 öğrenciyle yürütülmüş ve ilişkisel desen çerçevesinde Yapısal Eşitlik Modellemesi kullanılarak analiz edilmiştir. Araştırma bulguları, ebeveynlerinin yüksek başarı beklentisini algılayan ergenlerde sınav kaygısının anlamlı düzeyde arttığını göstermektedir.

Kurulan yapısal modelde ebeveyn başarı baskısının sınav kaygısını doğrudan pozitif yönde etkilediği ve bu etkinin kariyer uyumu üzerinden dolaylı olarak da sağlandığı görülmüştür. Her ne kadar kariyer farkındalığı sınav kaygısını negatif yönde etkilese de ebeveyn başarı baskısının kariyer farkındalığı üzerinde doğrudan bir etkisi bulunmamıştır; dolayısıyla kariyer farkındalığının tek başına anlamlı bir aracı değişken olmadığı belirlenmiştir. Dolayısıyla, kariyer farkındalığı tek başına anlamlı bir aracı rol üstlenmemiştir. Zincirleme aracılık modeli ($PAC \rightarrow APCA \rightarrow CA \rightarrow EA$) ise istatistiksel olarak desteklenmemiştir. Bu durum, kariyer uyumu ve farkındalığı gibi yapılar arasında yalnızca bazı yolların anlamlı olduğunu, tüm yapının bütünsel olarak çalışmadığını ortaya koymuştur.

Araştırma bulguları, Sosyal Bilişsel Kariyer Kuramı (SBKK) bağlamında ele alınan araştırma bulguları; çevresel faktörlerin (ebeveyn baskısı) bireysel süreçler (öz yeterlik, farkındalık) ve kariyer hedefleriyle nasıl bir etkileşime girdiğini ortaya koymaktadır. Kariyer farkındalığının etkili olabilmesi adına, bu sürecin sadece teorik bilgi aktarımıyla sınırlı kalmaması ve uygulamaya yönelik nitelikli etkileşimlerle desteklenmesi gerektiğinin altı çizilmektedir. Türkiye'deki sınav odaklı eğitim sisteminde, akademik başarının toplumsal ve kültürel bir değer olarak görülmesi, öğrenciler üzerinde yoğun bir baskı oluşturmakta ve bu durum öğrencilerin psikolojik iyi oluşlarını tehdit etmektedir.

Bu bağlamda uygulayıcılara yönelik temel öneriler şunlardır: Ebeveynlerin okul rehberlik servisleri tarafından başarı baskısının olası sonuçlarına dair bilinçlendirilmesi, kariyer danışmanlığının öğrenci-ebeveyn-danışman iş birliği çerçevesinde yürütülmesi ve kariyer gelişiminin salt akademik başarı üzerinden değil, psikososyal gelişimi de kapsayan bütüncül politikalarla desteklenmesi önerilmektedir. Bunun yanı sıra, araştırmanın farklı yaş grupları ile farklı kültürel bağlamlarda tekrarlanarak bulguların genellenebilirliğinin sınanması önerilmektedir.

ARAŞTIRMANIN ETİK İZNİ

Bu çalışmada "Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi" kapsamında uyulması gerektiği belirtilen tüm kurallara uyulmuştur. Yönergenin ikinci bölümü olan "Bilimsel Araştırma ve Yayın Etiğine Aykırı Eylemler" başlığı altında belirtilen eylemlerden hiçbiri gerçekleştirilmemiştir.

Etik kurul izin bilgileri

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ARAŞTIRMACILARIN KATKI ORANI

Bu araştırma tek yazar tarafından yürütülmüştür. Araştırmanın kavramsallaştırılması, araştırma deseninin oluşturulması, veri toplama sürecinin planlanması ve yürütülmesi, verilerin analizi, bulguların yorumlanması, makalenin yazımı ve son düzenlemeleri dâhil olmak üzere araştırmanın tüm aşamaları yazar tarafından gerçekleştirilmiştir. Araştırmacının çalışmaya katkı oranı %100'dür.

Yazar: Osman SÖNER (%100)

Araştırmanın tasarlanması, yöntem ve veri toplama sürecinin yürütülmesi, veri analizi, bulguların yorumlanması, raporlaştırma ve makalenin son hâlinin hazırlanması.

DESTEK ve TEŞEKKÜR BEYANI

Bu araştırma kapsamında herhangi bir kurum, kuruluş veya kişi tarafından mali ya da akademik destek sağlanmamıştır. Araştırmaya katkı sunan ve teşekkür edilmesi gereken herhangi bir kişi veya kurum bulunmamaktadır.

ÇATIŞMA BEYANI (CONFLICT OF INTEREST)

Yazar, bu araştırma kapsamında herhangi bir kişi, kurum veya kuruluş ile finansal, ticari ya da kişisel nitelikte çıkar çatışması bulunmadığını beyan etmektedir.