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Dimensional Profile of Career Anxiety among Education Students: Implications for Career Guidance Service

Sinta Nurul Oktavina Kasim
Universitas Negeri Makassar, Makassar, Indonesia
sinta.kasim@unm.ac.id
Inayah Ridhayanti Qarimah
Universitas Negeri Makassar, Makassar, Indonesia
inayah@unm.ac.id
Dewi Pratiwi
Universitas Negeri Malang, Malang, Indonesia
dewi.pratiwi.2501118@students.um.ac.id

Abstract

Dimensional Profile of Career Anxiety among Education Students: Implications for Career Guidance Service. *Career anxiety is an important concern among education students who are preparing for the transition from higher education to the world of work while facing increasingly complex professional competency demands. This study aimed to describe the dimensional profile of career anxiety among education students and to formulate its implications for career guidance services in higher education. A quantitative descriptive design was employed, involving 425 education students aged 17–25 years who were selected through purposive sampling. Data were collected using an adapted version of the Career Anxiety Scale, consisting of 24 items across four dimensions: self-ability, irrational beliefs about employment, work environment, and professional education and training. The instrument demonstrated good internal consistency, with a Cronbach's alpha coefficient of 0.905. Data were analyzed using means, standard deviations, and score categories to identify the overall and dimensional profiles of career anxiety. The findings showed that students' overall career anxiety was in the high category (M = 3.60; SD = 0.53). Self-ability had the highest mean score (M = 4.03; SD = 0.63),*

followed by work environment (M = 3.68; SD = 0.77) and professional education and training (M = 3.44; SD = 0.86), all of which were categorized as high. Meanwhile, irrational beliefs about employment had the lowest mean score and were categorized as moderate (M = 3.15; SD = 0.77). This pattern indicates that the career anxiety profile of education students is characterized more prominently by concerns about competency readiness and professional demands than by irrational beliefs about employment. These findings highlight the importance of needs-profile-based career guidance services that prioritize strengthening career self-efficacy, mapping and developing competencies, exploring work environments, and planning students' professional development.

Keywords: *Career Anxiety; Education Students; Career Anxiety Dimensions; Career Guidance; Competency Readiness.*

A. Introduction

Transitioning from higher education to the world of work is an important developmental phase for university students. During this phase, students are expected not only to complete their studies but also to recognize their competencies, understand employment alternatives, plan their professional development, and prepare for the demands of the work environment. From a career-development perspective, university students are generally in the exploration stage, a period in which individuals begin to crystallize career choices, assess the fit between self-concept and work, and build readiness for more concrete work roles (Super, 1980). These processes do not always occur without difficulty. Uncertainty about personal abilities, employment opportunities, professional demands, and the fit between career choices and personal characteristics may give rise to career anxiety (Boo et al., 2021).

Career anxiety is a psychological experience characterized by worry, doubt, and distress when individuals face career choices and contemplate their career future. Among university students, career anxiety may manifest as feelings of being unprepared for employment, concerns about competition, confusion about professional direction, or doubts about their competencies (Hanim & Ahlas, 2020). A phenomenological study by Pisarik et al., (2017) found that students'

experiences of career anxiety include pressure, social comparison, economic and employment uncertainty, insufficient career guidance, and cognitive distortions about their career future. These findings indicate that career anxiety is not merely a transient emotional response but is related to students' processes of exploring, planning, and preparing for their professional lives.

Career anxiety should also be understood as a multidimensional construct. Tsai et al., (2017) developed the Career Anxiety Scale, which conceptualizes students' career anxiety across four dimensions: self-ability, irrational beliefs about work, work environment, and professional education and training. The self-ability dimension reflects students' concerns about the skills and competencies required for employment. The irrational beliefs about work dimension concerns maladaptive thoughts about work and the career future. The work environment dimension concerns worries about workplace situations and demands.

In contrast, the professional education and training dimension reflects anxiety regarding the academic preparation and professional development needed to enter a particular career (Vandana et al., 2025). A multidimensional perspective is important because similar overall levels of career anxiety do not necessarily indicate the same source of concern. One student may experience more pronounced anxiety about personal abilities, whereas another may be more concerned about the work environment or the adequacy of professional education and training. These differences have implications for the types of career guidance services students need.

Among education students, career anxiety has a context that warrants particular attention. Higher education programs in education not only emphasize academic mastery but also readiness for occupations requiring pedagogical competence, communication skills, student management, adaptability, and professionalism. Education students also face increasingly diverse career options, including careers as teachers, counselors, educational program developers, training personnel, and professionals in other education-related fields. This

diversity creates opportunities but may also raise concerns when students have not yet developed adequate self-understanding, competency readiness, or professional development plans (Jannah & Cahyawulan, 2023; Wijayanti et al., 2022). Therefore, understanding career anxiety among education students requires attention not only to its overall level but also to the specific aspects that constitute their concerns.

Several studies have shown that career anxiety is associated with various aspects of students' readiness to enter the world of work. A systematic review by Atikah et al., (2023) indicated that students' career anxiety may involve affective, physiological, and cognitive components. It emphasized the importance of support from the educational environment during career exploration. In Indonesia, Elfina & Andriany (2024) found a negative association between career self-efficacy and future career anxiety among fresh graduates, while Hiaruman et al., (2025) showed that career anxiety is related to students' work readiness. Other studies have examined its links with career decision-making (Raditya & Salim, 2025), eksplorasi karier (Khaidijah et al., 2025), career exploration (Khadijah et al., 2025), and readiness to face work-related demands. Meanwhile, Vandana et al., (2025) demonstrated that concerns about personal abilities are an important aspect of career anxiety among university students. Taken together, these findings indicate that career anxiety is a relevant issue in students' transition to the world of work and deserves attention in the provision of career guidance services in higher education.

Nevertheless, research on students' career anxiety has more often treated it as an overall score or as a variable associated with other constructs, such as self-efficacy, work readiness, social support, career exploration, and career decision-making. Such approaches are important for explaining factors associated with career anxiety, but they do not directly show how sources of anxiety are distributed across the dimensions that constitute the construct. Relying solely on an overall score may obscure differences in the sources of anxiety. Two students with relatively similar levels of career anxiety may have different needs if one

experiences greater anxiety about doubts concerning personal abilities. In contrast, the other is more concerned about the work environment or the adequacy of professional education and training.

Mapping the dimensional profile therefore has direct relevance for career guidance services. Services designed solely based on overall career anxiety may result in interventions that are overly general and insufficiently responsive to the specific sources of students' concerns. Conversely, identifying the more salient dimensions can provide an empirical basis for determining service priorities, such as strengthening career self-efficacy and competency development when concerns center on self-ability; facilitating work-environment exploration when concerns involve the workplace; supporting professional development planning when students are concerned about the adequacy of education and training; or providing cognitive interventions when irrational beliefs about work are more prominent.

Based on this gap, the present study contributes by simultaneously mapping the four dimensions of career anxiety among education students. Unlike studies that primarily treat career anxiety as an overall score or examine it as a variable within psychological relationship models, this study examines the relative pattern across dimensions to identify the most salient aspects of career anxiety and translate the resulting profile into priorities for career guidance services. This approach is expected to provide a more specific basis for student-needs-based services, so that career guidance does not stop at providing general employment information but can be directed toward aspects of career readiness that require greater attention.

Accordingly, this study aimed to describe the dimensional profile of career anxiety among education students and formulate its implications for career guidance services in higher education. The research questions were: (1) What is the dimensional profile of career anxiety among education students? and (2) Which dimensions of career anxiety should be prioritized in career guidance services for education students?.

B. Method

1. Research Design

This study employed a quantitative approach with a descriptive design. The design was selected because the study aimed to map the career anxiety profile of education students across four dimensions: self-ability, irrational beliefs about work, work environment, and professional education and training. The study was not intended to test causal relationships among variables or the effectiveness of an intervention. The analysis focused on overall career anxiety and the relative pattern across dimensions to identify the most salient aspects of anxiety as a basis for formulating implications for career guidance services in higher education.

2. Partisipan Penelitian

The participants were education students who met the following criteria: (1) they were actively enrolled students, (2) they were 17–25 years old, (3) they were enrolled in an education-related program, and (4) they voluntarily agreed to participate in the study. Participants were purposively selected based on the relevance of these characteristics to the study's focus.

The initial student survey yielded 446 responses. Before analysis, the data were screened for informed consent, fit between respondent characteristics and the study focus, and response-pattern quality. Three responses were excluded because respondents did not provide consent to participate, and 15 responses were excluded because they showed an implausible response pattern in the form of straight-lining. After this screening process, 428 responses met the data-quality criteria. Three respondents from non-education programs were subsequently excluded because they did not belong to the target population. Thus, the final analytical sample consisted of 425 education students.

The participants comprised 376 female students (88.5%) and 49 male students (11.5%), aged 17–25 years (M = 19.91; SD = 1.20). Seventy-two students (16.9%) were completing their final academic project. These characteristics indicate that participants represented students at different stages of career

exploration and preparation, including some approaching the transition from higher education to the world of work.

3. Instrumen Penelitian

Career anxiety was measured using an adaptation of the Career Anxiety Scale developed by Tsai et al., (2017). The instrument consisted of 24 items measuring four dimensions of career anxiety: self-ability, irrational beliefs about work, work environment, and professional education and training. The self-ability dimension comprised eight items, irrational beliefs about work seven items, work environment five items, and professional education and training four items.

The self-ability dimension measures students' concerns about the skills, competencies, and personal readiness required to enter a career. The irrational beliefs about work dimension measures maladaptive thoughts and concerns about work and the career future. The work environment dimension measures concerns about workplace situations, demands, social relationships, and workplace dynamics. The professional education and training dimension measures anxiety concerning the adequacy of education, learning experiences, training, and professional development required to enter the world of work.

The instrument was adapted by translating it into Indonesian while maintaining semantic equivalence with the career anxiety construct. After translation, guidance and counseling experts reviewed the items to assess content relevance, linguistic clarity, and contextual relevance for education students in Indonesia. A limited readability test was also conducted with students to ensure that each statement was clearly understood. The adaptation process retained the four-dimensional structure developed by Tsai et al., (2017).

All items used a five-point Likert response scale: 1 = strongly inappropriate, 2 = inappropriate, 3 = uncertain, 4 = appropriate, and 5 = strongly appropriate. Higher scores indicated higher career anxiety. Because the number of items differed across dimensions, dimensional profiles were compared using item means

on the 1–5 scale rather than the total score for each dimension. This approach enabled comparisons across dimensions using the same metric.

Internal consistency was examined using Cronbach's alpha. The overall scale demonstrated good internal consistency (α = 0.905). Alpha coefficients for each dimension also indicated adequate to good internal consistency: self-ability (α = 0.907), irrational beliefs about work (α = 0.864), work environment (α = 0.886), and professional education and training (α = 0.880). These results indicate that the items in the overall scale and each dimension demonstrated sufficient internal consistency for the descriptive analyses conducted in this study.

4. Data Collection and Data Management Procedures

Data were collected online using a questionnaire containing information about the purpose of data collection, confidentiality of responses, voluntary participation, and respondents' right to discontinue the questionnaire. Only responses from participants who provided consent to participate were retained for analysis. After providing consent, respondents completed demographic information and the career anxiety instrument.

Before analysis, the data were screened on three aspects: participation consent, the fit between respondent characteristics and the study population, and response-pattern quality. Responses without consent, responses from individuals who did not meet the characteristics of the target population of education students, and responses showing an implausible straight-lining pattern were excluded from the analysis.

This study used part of a dataset from a broader data-collection series also used in a previous study Kasim et al., (2026). The previous study examined the relationships among fear of AI, career anxiety, and psychological well-being using a correlational design and mediation analysis among university students. The present study had a different analytical focus by restricting the sample to education students and specifically mapping the four dimensions of career anxiety to formulate implications for career guidance services. The intervariable

relationship analysis, mediation analysis, and the variables of fear of AI and psychological well-being that were the focus of the previous study were neither analyzed nor reported in the present study.

5. Data Analysis

The data were analyzed using descriptive statistics, specifically the mean and standard deviation, to describe overall career anxiety and the profile of each dimension. Because the four dimensions contained different numbers of items, comparisons across dimensions were based on item means on the 1–5 scale. A higher mean was interpreted as indicating a relatively more salient aspect of career anxiety among the participants.

For descriptive interpretation of mean scores, five categories were established by dividing the theoretical range of the Likert scale into equal intervals. The interval width was calculated as the difference between the maximum and minimum scores divided by the number of categories: $(5 - 1)/5 = 0.80$. Accordingly, mean scores of 1.00–1.79 were categorized as very low; 1.80–2.59 as low; 2.60–3.39 as moderate; 3.40–4.19 as high; and 4.20–5.00 as very high. These categories supported descriptive interpretation of mean scores and were not intended to serve as diagnostic thresholds for individual psychological assessment.

In addition to descriptive statistics, internal consistency of the overall scale and each dimension was examined using Cronbach's alpha. Consistent with the study objectives and design, the analysis did not test intervariable relationships, prediction, or causal relationships; instead, it focused on mapping the dimensional profile of career anxiety among education students and its implications for career guidance services.

C. Results and Discussion

1. Overall Career Anxiety among Education Students

Descriptive analysis showed that overall career anxiety among education students was in the high category (M = 3.60; SD = 0.53). This finding indicates that concerns about their future careers are relatively salient among education students. In the context of the transition from higher education to the world of work, such anxiety may be related to students' processes of evaluating their readiness, understanding professional demands, and preparing the competencies required to enter professional life.

Table 1. Descriptive Statistics of Career Anxiety among Education Students

Variable	Number of Items	M	SD	Category
Career anxiety	24	3,60	0,53	High

This finding is consistent with Atikah et al., (2023) who showed that students' career anxiety may involve affective, physiological, and cognitive components when individuals face uncertainty about their career future. For education students, these concerns are particularly relevant because the transition to the world of work requires not only completing academic study but also readiness to meet professional demands involving pedagogical, communication, social, and personal competencies, as well as adaptability to educational work environments.

High career anxiety should also be understood in relation to students' career-development tasks. From Super's (1980), career-development perspective, university students are generally in the exploration stage, characterized by self-understanding, exploration of occupational alternatives, testing of choices, and development of commitment to a career direction. During this phase, concerns may arise when students are not yet fully confident in their abilities, lack sufficient information about the world of work, or are still considering their readiness to

meet the demands of the profession they intend to enter. Thus, the career anxiety identified in this study should not automatically be interpreted as an individual psychological problem; rather, it may indicate developmental career needs that require systematic facilitation.

This finding is also consistent with Hiaruman et al., (2025), who reported an association between career anxiety and work readiness among final-year students. Although the present study did not test the relationship between these two constructs, the high level of career anxiety highlights the importance of support that helps students understand their readiness and prepare for the transition to the world of work. However, an overall score alone does not provide sufficient information about the type of support most needed. Therefore, interpretation of career anxiety should be extended to the dimensional level to identify the relatively more salient areas of concern.

2. Dimensional Profile of Career Anxiety among Education Students

Analysis of the four dimensions showed that career anxiety was not evenly distributed. Self-ability had the highest mean (M = 4.03; SD = 0.63), followed by work environment (M = 3.68; SD = 0.77), professional education and training (M = 3.44; SD = 0.86), and irrational beliefs about work (M = 3.15; SD = 0.77). The first three dimensions were in the high category, whereas irrational beliefs about work were in the moderate category.

Table 2. Dimensional Profile of Career Anxiety among Education Students

Dimension	M	SD	Category
Self-ability	4,03	0,63	High
Work environment	3,68	0,77	High
Professional education and training	3,44	0,86	High
Irrational beliefs about work	3,15	0,77	Moderate

This pattern indicates that the career anxiety profile of education students is characterized more strongly by concerns about competency readiness and

professional demands than by irrational beliefs about work. In this study, the pattern can be described as a competence-centered career anxiety profile. This term is used descriptively to characterize the configuration of scores across dimensions and does not imply that objectively inadequate competencies cause career anxiety.

The highest score on self-ability indicates that the most salient source of concern relates to students' perceptions of the adequacy of their skills, competencies, and personal readiness to meet career demands. This finding is consistent with the structure of the Career Anxiety Scale, which positions doubts about personal abilities as one dimension of career anxiety (Tsai et al., 2017), It can also be considered alongside findings by Elfina & Andriany (2024), Simarmata et al., (2023), and Han (2022) which underscore the importance of self-efficacy in experiences of anxiety related to careers and the world of work. Although this study did not directly measure career self-efficacy, the pattern suggests that students' beliefs about their readiness and capabilities are an important area for attention in career guidance services.

Among education students, concerns about self-efficacy may be particularly relevant because the education field requires a combination of competencies. Students must not only master academic knowledge but also develop communication skills, manage learning processes, understand learner characteristics, use technology, adapt to professional situations, and perform responsibilities appropriate to their occupational field. A high self-ability score does not mean students objectively lack competencies; rather, it indicates they are concerned about the adequacy of their existing capabilities. This distinction matters because services should not focus solely on skills remediation; they should also help students recognize competencies they already possess, gain mastery experiences, identify competency gaps realistically, and formulate personal development steps.

The work environment dimension ranked second and was in the high category (M = 3.68; SD = 0.77). This finding indicates that students' concerns arise not only from their assessment of personal abilities but also from the professional situations they anticipate encountering. Such concerns may involve adapting to work culture, relationships with colleagues, institutional demands, professional workload and expectations, and the dynamics of educational workplaces. Atikah et al., (2023) emphasized the importance of environmental support in students' career exploration, while Wang et al., (2025) showed that future employment anxiety may encompass personal capabilities, application of knowledge, perceived career threat, and social relationships.

The high work-environment score may indicate a gap between students' academic experiences and their concrete understanding of professional life. Students may understand their occupational field conceptually but may not yet have sufficient experience to anticipate workplace dynamics realistically. Therefore, this finding reinforces the importance of exploratory experiences that expose students to actual work contexts, such as field practice, interactions with alumni and practitioners, observation of work environments, and learning experiences grounded in professional settings.

Professional education and training ranked third but remained in the high category (M = 3.44; SD = 0.86). This finding indicates concerns about the adequacy of education, experience, training, certification, and other forms of professional development needed to enter the workforce. Such concerns are particularly relevant in work environments that increasingly demand continuous competency development. Diva and Satwika (2024) emphasized the importance of career adaptability in the work readiness of final-year students, while Nadhiroh & Kurniawan (2025) demonstrated the importance of self-efficacy in career decision-making among students in education and psychology.

These findings indicate that professional education and training should not be viewed merely as supplementary activities undertaken after students complete their studies but as an integral part of the career-preparation process. Students need a clearer understanding of additional competencies, practical experiences, training, certification, portfolio development, and self-development activities relevant to their career goals. Thus, concerns in this dimension can provide important information for higher education institutions to help students develop more structured professional development pathways.

In contrast to the three dimensions above, irrational beliefs about work had the lowest mean (M = 3.15; SD = 0.77) and were categorized as moderate. This finding should be interpreted cautiously. The score does not indicate that students have no irrational beliefs or that this aspect is low in absolute terms. Rather, it indicates that irrational beliefs are relatively less salient than the other three dimensions while still being present at a moderate level.

This configuration provides important information about the nature of career anxiety among the education students in this sample. Their concerns appear to be more strongly centered on questions such as “Am I capable enough?” “How will I cope with the work environment?”, and “Are my education and professional experiences adequate?” than on concerns arising from maladaptive beliefs about work. Accordingly, interventions focused solely on correcting irrational thoughts may not be the primary priority for all students. Cognitive interventions remain relevant for individual students who demonstrate maladaptive beliefs that interfere with career exploration and decision-making. Still, the group profile indicates that more salient needs concern competency readiness, work-environment exploration, and professional development.

This interpretation aligns with the view that career exploration gives individuals opportunities to learn about themselves and the work environment. Khadijah et al., (2025) reported an association between career exploration and

career anxiety, while Boo et al., (2021) and Jiang et al., (2019) positioned exploration as an important component of career adaptation and development. In the context of the present study, more structured exploratory experiences may help students test their perceptions of their abilities, obtain realistic information about the world of work, and identify professional development needs.

Overall, the configuration of the four dimensions demonstrates that the total career anxiety score alone is insufficient for determining service needs. A high overall score may result from different combinations of sources of concern. Dimensional mapping provides more specific information about areas to prioritize and strengthens the argument that career guidance services in higher education should shift from a general approach to services based on students' needs profiles.

3. Implications for Career Guidance Services

The dimensional profile identified in this study provides a basis for establishing priorities for career guidance services for education students. The priority is to help students strengthen competency readiness and confidence in their career competencies. The high self-ability dimension indicates that services should give students opportunities to recognize competencies they already possess while identifying areas that still require development. Services may include competency assessment and mapping, reflection on personal strengths, portfolio development, professional-skills training, interview simulations, and personal development planning. Strengthening career self-efficacy is relevant because previous research has demonstrated its association with anxiety about careers and the world of work, as well as with students' career decision-making (Elfina & Andriany, 2024; Han, 2022; Nadhiroh & Kurniawan, 2025; Simarmata et al., 2023). Accordingly, services should not focus solely on skill-building but should also help students develop more realistic self-appraisals and stronger confidence in the abilities they already possess.

The second priority is to expand exploration of the work environment. High anxiety in the work-environment dimension indicates the need to provide students

with opportunities to obtain a more concrete understanding of occupational demands, organizational culture, professional relationships, and workplace dynamics. Career exploration is an important part of the process through which individuals obtain information about themselves and their environments and build readiness for career choices and transitions (Boo et al., 2021; Jiang et al., 2019). Among university students, career exploration is also associated with career anxiety, making more structured exploratory experiences relevant for facilitation (Khadijah et al., 2025). Services can be developed through alumni engagement, career classes with practitioners, institutional visits or workplace observations, field experiences accompanied by reflection, and discussions of diverse career pathways for graduates of education programs. Exposure to authentic work environments can help students connect academic knowledge with the professional demands they are likely to encounter.

The third priority is to help students plan their professional development progressively. The high level of concern in the professional education and training dimension indicates a need for information and planning regarding training, certification, practical experience, additional competencies, and self-development activities relevant to career choices. This is consistent with the importance of career adaptability in students' readiness to enter the world of work and their ability to adjust to changes and evolving career demands (Diva & Satwika, 2024). In addition, confidence in one's abilities plays an important role in students' career decision-making processes (Nadhiroh & Kurniawan, 2025). Therefore, career guidance should not be provided only shortly before graduation but should be developed continuously from the beginning of university through stages of self-awareness, career exploration, competency development, professional experience, portfolio development, and preparation for transition to the world of work.

The fourth priority is to provide more targeted career counseling for students who demonstrate irrational beliefs about work. Although this dimension had the lowest mean and was in the moderate category, some students may still experience negative thoughts, excessive fears, or beliefs that hinder career

exploration and decision-making. Sari et al. (2023) showed that an approach based on Career Construction Theory can help students manage career anxiety through meaning-making, career narratives, and self-understanding. Accordingly, individual and group counseling can focus on helping students evaluate their concerns more realistically, develop more adaptive career narratives, and formulate concrete action steps aligned with their needs.

An important implication of the overall findings is the need for needs-profile-based career guidance. Assessment of career anxiety should not stop at determining whether a student has low, moderate, or high anxiety; it should be followed by identification of the relatively more salient dimensions. This approach is consistent with the multidimensional nature of career anxiety reflected in the Career Anxiety Scale (Tsai et al., 2017). Assessment results can then be used as one basis for determining service priorities: concerns about self-ability can be addressed through competency mapping and development and by strengthening career self-efficacy; concerns about the work environment can be addressed through exploration and exposure to the world of work; concerns about professional education and training can be addressed through professional development planning; and prominent irrational beliefs can be addressed through counseling services that help students develop more adaptive career understanding and planning.

Thus, the practical contribution of this study does not lie in providing a single type of service to all students but in using the dimensional profile of career anxiety as an initial basis for determining service priorities. Higher education institutions can use this mapping to develop career guidance services that are more responsive to students' needs, beginning with the exploration phase during university and continuing through preparation for the transition to the world of work.

D. Conclusion

This study shows that career anxiety among education students was in the high category and was not evenly distributed across its dimensions. Self-efficacy was the most salient dimension, followed by work environment and professional education and training, which were also in the high category, whereas irrational beliefs about work had the lowest mean and were in the moderate category. This pattern indicates that career anxiety among education students is more strongly characterized by concerns about competency readiness and professional demands than by irrational beliefs about work. The findings demonstrate the importance of understanding career anxiety not only through an overall score but also through its dimensional profile so that the sources of students' concerns can be identified more specifically.

Practically, the findings underscore the importance of needs-profile-based career guidance services. Great concern in the self-ability dimension indicates that strengthening competency readiness and career self-efficacy should be prioritized, together with broader work-environment exploration and professional development planning. Meanwhile, counseling services focusing on irrational beliefs remain necessary in a more targeted manner for students who demonstrate needs in this area. Thus, career guidance services in higher education should move from a general approach toward services that are more responsive to the sources of students' career anxiety and should be developed continuously from the exploration phase during university through preparation for the transition to the world of work.

This study has several limitations. The descriptive cross-sectional design limits the study to mapping career anxiety at the time of measurement and therefore cannot explain causal relationships or changes in career anxiety over time. The distribution of participants by gender was also unbalanced, so the findings should be interpreted with consideration of the sample characteristics. In addition, the use of an adapted Career Anxiety Scale in the context of Indonesian

education students requires further psychometric testing to strengthen evidence regarding its measurement structure in this context. Future research should involve more diverse and proportionally balanced samples, employ longitudinal designs, and examine factors associated with career anxiety profiles as well as the effectiveness of career guidance services designed according to needs in each dimension.

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