

**IMPACT OF CAREER ASPIRATIONS ON ACADEMIC SUCCESS OF  
UNDERGRADUATES:  
THE MEDIATION EFFECT OF ACADEMIC BEHAVIOUR**

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Understanding the determinants of academic success is important for developing a supportive educational environment for undergraduates. However, this field of study is nascent and limited studies focus on educational disciplines such as Science, Technology, Engineering, and Mathematics (STEM). The present study aims to examine the impact of career aspirations on the academic success of undergraduates' mediation effect of academic behaviour in the field of STEM. To achieve this aim, we develop four hypotheses, which are built based on the Social Cognitive Career Development theory and prior literature. This study is built in a quantitative research approach, and data was collected from 236 undergraduates in the field of STEM. Participants' career aspirations, academic behaviour and success were assessed through a validated online questionnaire. The questionnaire consists of four parts: demographic data, career aspiration, academic behaviour, and academic success. Hypotheses were tested using regression with the support of the Hayeres Process for SPSS version 23. The results of the studies demonstrate that academic behaviour partially mediates the relationship between career aspirations and academic success, suggesting that students with ambitious career aspirations are more likely to exhibit positive academic behaviours that contribute to their academic achievements and success. The study's findings highlight the importance of fostering career exploration and goal-setting activities among STEM undergraduates to enhance their academic success. Students with clear career aspirations are highly motivated and dedicated to their academic pursuits, leading to better academic behaviours and higher academic achievements. Educational institutions can implement interventions to support students' career aspirations and promote positive academic behaviours, such as mentorship programs and career counselling services. The study emphasises the significance of aligning academic goals with career objectives. It offers insights for educators and policymakers to empower students in their pursuit of academic and career success in STEM fields. The study also provides valuable insights into the relationships between career aspirations, academic behaviour, and academic success in the undergraduate STEM field. These findings emphasise the importance of considering career aspirations in shaping students' study behaviours and academic achievements. This paper addresses the limitations of this study and further explores the dynamics of these relationships in different contexts and demographic groups.

**Keywords:** Academic behaviour, Academic success, Career aspirations, STEM field, Undergraduates