

The Level of Parental and Societal Influence on Urban Design Education Choices: Exploring Expectations and Decision-Making

Terdpong Boonpan ^{1*} 

¹ Faculty of Architecture and Planning, Thammasat University, Rangsit Campus, Pathumthani 12121

*Corresponding Author: tp.boon@ap.tu.ac.th

Citation: Boonpan, T. (2025). The Level of Parental and Societal Influence on Urban Design Education Choices: Exploring Expectations and Decision-Making, *Journal of Cultural Analysis and Social Change*, 10(2), 3386-3395. <https://doi.org/10.64753/jcasc.v10i2.2107>

Published: November 19, 2025

ABSTRACT

This study investigates the impact of parental expectations and societal values on students' decisions to pursue urban design education in Thailand. Utilizing a mixed-methods approach, the research combined quantitative surveys (404 parents and 417 students) with qualitative focus group discussions to capture diverse perspectives. The findings reveal that tuition fees, language of instruction, and admission methods are key factors in students' program selection. Parental expectations emphasize future career opportunities and financial security, while societal norms stress the importance of education quality and career relevance. A gap between stakeholder expectations and current educational offerings is evident, particularly in terms of practical experience and technological integration. The study provides recommendations for aligning curricula with industry needs, ensuring that urban design programs meet both student aspirations and societal demands.

Keywords: Parental Expectations, Societal Norms, Urban Design Education, Higher-Education Decision-Making, Student Autonomy, Career Security

INTRODUCTION

Urban design education is pivotal in addressing the challenges posed by rapid urbanization, environmental sustainability, and socio-economic inequality. As cities grow, particularly in developing countries like Thailand, the demand for skilled professionals in urban planning and design increases. Urban designers are integral to creating sustainable urban environments, which balance functionality with equity and environmental consciousness. However, the decision to pursue urban design education is influenced not only by personal interest but also by parental expectations and societal values. These external factors guide students toward fields perceived to offer prestige, financial stability, and career security (Bourdieu, 1986; McKinsey Global Institute, 2011). Understanding how these influences shape students' decisions to pursue urban design education is essential for aligning educational programs with both student aspirations and societal needs.

This study explores how parental expectations and societal values impact students' decisions to pursue urban design education. The research aims to compare the relative influence of parental guidance and societal pressure in shaping educational choices. The primary objectives are: (1) to examine the influence of parental expectations on students' choices in urban design education, (2) to assess the impact of societal values on urban design education decisions, and (3) to compare the relative influence of parental and societal expectations in shaping students' decisions (Ajzen, 1991; Bandura, 1986).

The literature underscores that parental influence plays a significant role in shaping students' career decisions. Cultural capital theory (Bourdieu, 1986) suggests that family background, including socioeconomic status and cultural resources, significantly influences career choices. Students from higher SES families are more likely to choose prestigious fields like urban design, which are associated with economic stability and social mobility

(Cuculic, 2018; Lareau, 2011). Conversely, societal norms also shape students' decisions by influencing their views on career security and social responsibility. Urban design, often seen as a field addressing public welfare and environmental sustainability, is shaped by societal values that prioritize community development and eco-friendly urban spaces (McKinsey Global Institute, 2011; UN-Habitat, 2021). These societal expectations may drive students to pursue urban design education to contribute to sustainable urban development.

However, the relative influence of parental expectations versus societal pressures remains underexplored. Social cognitive theory (Bandura, 1986) emphasizes self-efficacy in decision-making, suggesting that while external factors are significant, students' personal confidence in their abilities also shapes their educational choices. Similarly, Ajzen's Theory of Planned Behavior (1991) highlights how attitudes, subjective norms, and perceived control influence educational decisions, acknowledging the role of both family and society in shaping career paths.

This research utilizes Bourdieu's cultural capital theory, social cognitive theory, and Ajzen's theory of planned behavior to analyze the impact of parental influence and societal norms on students' urban design education choices, contributing new insights into the dynamics of educational decision-making.

METHODOLOGY

This study adopts a mixed-methods approach, combining both **quantitative** and **qualitative** research techniques to comprehensively explore the influences of **parental expectations** and **societal values** on urban design education choices. The methodology includes surveys, focus group interviews, and secondary data analysis to capture a broad spectrum of perspectives from both students and their parents.

Research Design

This study is descriptive and exploratory in nature, aiming to identify and analyze the factors influencing students' decisions to pursue urban design education and to compare the relative impact of parental expectations and societal pressures.

Participants

- **Students:** The study focuses on students aged 15–34 years who are considering or currently pursuing higher education in urban design or related fields. A total of **417 students** participated in the quantitative phase of the research, while qualitative insights were gathered from 9 students through focus group interviews.
- **Parents:** The sample group of **404 parents** (with children between the ages of 15 and 35) who are involved in the decision-making process regarding their children's education was surveyed. The parents were selected based on their demographic diversity and involvement in the decision-making process.

Data Collection

Quantitative Data Collection

A **structured survey** was used to collect data from both students and parents. The survey consisted of closed-ended questions designed to quantify the factors influencing educational choices, such as:

- Parental expectations
- Societal and economic considerations (e.g., job prospects, financial considerations)
- The perceived value of urban design education
- Factors such as tuition fees, career opportunities, and university reputation
- The survey responses were analyzed using descriptive statistics to identify patterns and correlations.

Qualitative Data Collection

- **Focus Group Interviews:** Three separate focus groups (comprising students, parents, and employers) were conducted to gather in-depth insights into their perspectives on urban design education and the factors influencing decision-making. Each group contained **3 participants**, and the interviews were semi-structured, allowing for flexibility in responses.
- **Thematic Analysis:** The qualitative data from the focus group discussions were analyzed through thematic analysis. Key themes such as **family influence**, **career concerns**, and **societal values regarding education** were identified to supplement the quantitative findings.

Research Instruments

- **Survey Questionnaire:** Developed based on existing literature on educational decision-making, urban design, and family influences on education. The questionnaire included sections on demographic information, expectations about urban design education, factors influencing decisions, and socio-economic variables. Likert scales were used to measure agreement on various factors, such as career aspirations, the importance of parental advice, and societal pressures.
- **Focus Group Discussion Guide:** A semi-structured interview guide was used for the focus groups, with open-ended questions exploring:
 1. The influence of parents on education decisions
 2. Societal perceptions of urban design as a career
 3. Key barriers and motivations for pursuing urban design
 4. The perceived value of education in this field

Data Analysis

- **Quantitative Data Analysis:** The survey data were analyzed using **descriptive statistics** (e.g., frequencies, percentages, and means) to identify the most common factors affecting students' and parents' educational choices. Statistical software (such as SPSS) was used for the analysis.
- **Qualitative Data Analysis:** Thematic analysis was employed to code and categorize the qualitative data from the focus groups. Themes were derived inductively, focusing on both the similarities and differences between the responses of students, parents, and employers.

Ethical Considerations

- **Approval from the Human Research Ethics Committee:** The **Survey Questionnaire** and **Focus Group Discussion Guide** were approved by the Human Research Ethics Committee of Thammasat University Social Sciences, with approval number 004/2566, on 21 February 2023.
- **Informed Consent:** All participants were informed of the study's purpose and procedures. Written consent was obtained from all participants before their involvement in the study.
- **Confidentiality:** The privacy of participants was protected by ensuring that all survey responses and focus group discussions were anonymous. Personal identifiers were removed from the data to maintain confidentiality.
- **Voluntary Participation:** Participation in the study was voluntary, and participants were informed of their right to withdraw at any time without penalty.

LIMITATIONS

- **Sample Representation:** While the sample was diverse, it may not fully capture the experiences of all potential students and parents in different socio-economic contexts.
- **Focus Group Bias:** The perspectives in the focus groups reflect the views of a small number of participants, and may not represent the broader population.
- **Geographic Limitation:** The study primarily involved participants from urban areas, particularly Bangkok, which may limit the applicability of findings to rural contexts.

RESULTS

This section presents the findings derived from both quantitative and qualitative data phases of the study. The findings are systematically organized according to the research objectives, focusing on three interrelated domains: first, the influence of parental expectations on students' decisions regarding urban design education; second, the impact of societal values shaping education choices in this field; and third, a comparative examination of the relative significance of parental versus societal expectations in influencing students' educational pathways. Each subsection elucidates distinct dimensions of decision-making, collectively offering a comprehensive understanding of the multifaceted factors that guide students' selection of urban design education.

The Influence of Parental Expectations on Urban Design Education Choices

This section examines the role of parental expectations in shaping students' decisions to pursue urban design education. It presents quantitative data reflecting students' recognition of parental influence, as well as parents'

perspectives on key concerns such as financial support, educational quality, and future career prospects. The analysis elucidates the multidimensional nature of parental involvement and its impact on educational choices within this field.

1. The students' quantitative information regarding the influence of parental expectations on urban design education choices shows the following key points:
 - Among 417 surveyed students aged 15-35, 54.9% reported that parents or relatives are influential in their decision to choose a university faculty or major, ranking second after themselves (68.1%) and ahead of peers (29.5%).
 - Students' top factors influencing their choice include tuition and living costs (43.6%), future employment opportunities (25.2%), language of instruction (20.9%), entrance examination methods (18.7%), and university location (14.4%).
 - Parental influence is reflected through their role in financial responsibility, with parents being the primary payers for education expenses in 51.1% of cases, which correlates to the parents' influence on decision-making.
 - Students' expectations shaped by parental influence focus mainly on securing good employment post-graduation, with 59.2% expecting to graduate with a good job, 43.4% expecting a high salary, and 28.3% aiming for career advancement opportunities.
 - Parents, through their expectations, indirectly influence students by setting financial support boundaries and emphasizing career outcomes aligned with urban design education.

The students perceive that parental expectations significantly impact their choices in urban design education, mainly through financial support and guidance aimed at future job security.

2. The parents' quantitative information about the influence of parental expectations on urban design education choices reveals the following:
 - The survey included 404 parents with children aged 15-35 who are prospective university students.
 - Parents reported their primary concerns influencing education choices: the top five factors are tuition and living expenses (46.8%), language of instruction (26.5%), entrance exam methods (25.2%), university location (18.8%), and future job opportunities (25.2%).
 - The people with the most influence over their children's choice of faculty or major are mainly the children themselves (68.8%), followed by parents/relatives at 57.2%, and teachers at 40.6%.
 - Parental expectations focus on their children finishing university and securing good jobs (57.9%), having jobs with high salaries (33.7%), and being able to use English for communication and career (27.2%).
 - Most parents pay for the education expenses and therefore exert considerable influence on decision-making via financial support and expectations.
 - Parents also prioritize educational quality factors such as curriculum, teaching expertise, and marketing/promotional factors related to universities.

Parental expectations strongly influence urban design education choices by providing financial support, raising concerns about career outcomes, and offering direct input in selecting faculties or majors. However, the students themselves retain primary decision power.

Parental expectations play a critical and multifaceted role in shaping students' decisions to pursue urban design education. Quantitative data from both students and parents indicate that while students hold primary decision-making power, parents exert significant influence, primarily through financial support and guidance focused on practical outcomes like securing good employment, high salaries, and career advancement. Parents are concerned about education costs and emphasize the importance of curriculum quality, faculty expertise, and future job opportunities in urban design fields. This influence is further supported by qualitative findings that demonstrate parents' active involvement in advising, supporting choices aligned with career security, and setting realistic expectations for their children. Overall, parental influence is a key contextual factor that interacts with students' own aspirations and societal values, creating a strong foundation for education decisions in urban design.

The Impact of Societal Values on Urban Design Education Decisions

This section explores how broader societal values influence decisions related to urban design education. Drawing on quantitative evidence, it highlights factors such as societal emphasis on educational quality, accessibility, career relevance, and institutional reputation. The findings reveal how societal norms and expectations frame both student and parental perspectives on desirable education outcomes aligned with urban development priorities.

1. The students' quantitative information regarding the impact of societal values on urban design education decisions indicates the following key points:

- Students aged 15 to 34 identified several societal-influenced factors affecting their choice of study, with tuition and living costs rated highest (43.6%), followed by future employment opportunities (25.2%), language of instruction (20.9%), admission methods (18.7%), and university location (14.4%).
- Students perceive university quality factors highly, including curriculum relevance and faculty expertise, as essential for meeting market and societal demands.
- Satisfaction with educational processes, such as multiple application channels (mean score 4.44/5), payment options (4.39), and communication effectiveness with institutions (4.31), reflects societal expectations for streamlined and accessible education services.
- Physical learning environments and facilities supporting modern urban design education, including technology access and clean, well-maintained campuses, received strong approval (mean scores above 4.3).
- Marketing and promotional activities via social media platforms were also noted by students as influential, with a mean score of around 4.07.
- Students expect their education to prepare them adequately for societal needs such as sustainable urban development, innovation, and collaborative career skills.

Overall, these data highlight the significant role of societal values in shaping students' urban design education choices, emphasizing educational quality, accessibility, relevance, and alignment with future urban development challenges.

2. The parents' quantitative information regarding the impact of societal values on urban design education decisions indicates the following:
 - The survey included 404 parents with prospective university students aged 15-35.
 - Parents identified tuition and living costs as the most critical factor influencing education choices (46.8%), followed by language of instruction (26.5%), entrance examination methods (25.2%), university location (18.8%), and future job opportunities (25.2%).
 - The decision-makers most influential in the children's choice of faculty or major are the children themselves (68.8%), followed by parents and relatives (57.2%), and teachers (40.6%).
 - Parents emphasize expectations for their children to graduate with good jobs (57.9%), secure high salaries (33.7%), and use English proficiently in their careers (27.2%).
 - High satisfaction ratings were reported for institutional educational processes (mean 4.43), product quality such as curriculum and accreditation (mean 4.42), and physical infrastructure supporting education (mean 4.42).
 - Marketing efforts like promotions via social media and school reputation to society scored well (mean 4.14), reflecting societal communication's role in shaping education decisions.

Parents value educational quality, practical career preparation, and social contributions of urban design education, consistent with societal values emphasizing sustainability, innovation, and community development.

These data demonstrate that societal norms concerning education quality, career readiness, and social responsibility strongly influence parents' decisions on urban design education. These norms collectively guide education choices within the broader social context.

Societal values play a pivotal role in shaping decisions about urban design education for both students and parents. Quantitative data show a shared emphasis on factors such as tuition and living costs, language of instruction, admission methods, university location, and future employment opportunities, all reflecting broader societal expectations. Both students and parents highly value the quality of education, including curriculum relevance, faculty expertise, institutional reputation, and accessible, well-organized educational processes. Marketing and promotional activities aligned with social responsibility themes further influence choices. These findings demonstrate that societal norms around education quality, career readiness, sustainability, and social contribution strongly guide education decisions within the context of urban design. This collective influence underscores the importance of aligning educational offerings with evolving societal demands to prepare competent and socially responsible urban design professionals.

Comparison of Relative Influence: Parental vs. Societal Expectations

The comparative analysis of the influence exerted by parental expectations and broader societal values reveals a complex interplay in shaping students' educational trajectories. This section provides a preliminary overview of the quantitative findings from both students (N=417, aged 15-34) and parents (N=404, with children aged 15-35), highlighting the relative significance of these two primary social forces. The data indicate that students perceive themselves as the primary decision-makers in their choice of urban design studies, with 68.1% asserting their own authority, followed by parental and familial influence at 54.9%, and peer influence at 29.5%. Conversely, parents

acknowledge their children as the central agents of decision-making (68.8%) but also recognize their substantial role in influencing these decisions (57.2%), alongside educators (40.6%).

Both cohorts underscore the importance of employment prospects and economic stability, with approximately 60% emphasizing the need for practical career outcomes such as secure employment and high income. Financial considerations, notably tuition fees and living expenses, were identified as the most influential factors, highlighting their alignment with societal values that emphasize economic security and social mobility. Institutional markers of quality, including curriculum standards, faculty expertise, and infrastructural support, received high satisfaction ratings, reflecting societal standards that valorize academic excellence and institutional reputation.

Overall, while students retain a significant degree of agency in their educational choices, parental expectations exert an immediate and tangible influence through financial support, guidance, and aspiration-setting. These influences operate within a broader societal framework that emphasizes educational quality, social responsibility, and alignment with contemporary urban development priorities. The interaction between these individual, familial, and societal factors demonstrates a dynamic process that profoundly shapes urban design education pathways.

DISCUSSION

The decision to pursue urban design education is shaped by a multitude of factors that extend beyond students' personal interests and academic abilities. Among the most significant of these factors are the expectations set by parents and the broader societal values that guide perceptions of career choices. Understanding the influence of parental expectations and societal norms on students' decisions is crucial for aligning educational programs with students' aspirations while meeting societal needs. The findings of this study provide an in-depth look at how these external factors—through the lens of parental guidance and societal pressures—interact to shape students' educational pathways, particularly in the field of urban design. As we explore these influences, we aim to highlight the roles of financial support, career security, and social responsibility, which collectively guide students toward this critical and evolving field of study.

Parental Influence on Urban Design Education Choices

Parental expectations exert a significant influence on students' decisions regarding urban design education, as demonstrated by the quantitative findings. The data reveal that 54.9% of students reported that their parents or relatives played an essential role in their choice of university faculty or major, indicating that parental expectations are a key factor, ranking just after personal interests (68.1%). This result aligns with Bourdieu's (1986) concept of cultural capital, where family background and economic resources significantly influence career choices, especially in fields like urban design that are often associated with socio-economic mobility and stability.

Parents' influence is particularly evident in the financial aspects of education. 51.1% of students rely on their parents for funding their education, which highlights the strong connection between parental financial support and decision-making in educational pathways. This financial influence is closely tied to parents' concerns about job security and future career prospects for their children. With 59.2% of students expecting to secure good employment post-graduation, it is clear that parental influence plays a medium-to-high role in guiding students toward careers that promise financial stability, a key motivator for students choosing urban design education (Ajzen, 1991; Bandura, 1986).

Parental expectations regarding career outcomes, such as securing high-paying jobs, resonate strongly with societal norms emphasizing financial security and social mobility. These influences, while impactful, are balanced by students' own decision-making power. This dynamic reflects the findings of Lareau (2011) and Cuculic (2018), who highlighted that students from higher socioeconomic backgrounds are more likely to pursue prestigious and financially secure careers, reinforcing the role of parental guidance in shaping educational choices.

Societal Influence on Urban Design Education Choices

In addition to parental expectations, societal values also significantly shape students' decisions regarding urban design education. Tuition and living costs (43.6%), along with future employment opportunities (25.2%), are the most highly rated factors influencing students' decisions. These factors directly reflect broader societal norms that prioritize economic considerations and job security, central to decisions made by both students and their parents (McKinsey Global Institute, 2011; UN-Habitat, 2021).

Society places considerable importance on the quality of education, accessibility, and institutional reputation. Students' high ratings of the quality of education provided by universities—including curriculum relevance and faculty expertise—underscore the significant role of societal expectations in guiding educational choices. This emphasis on quality and accessibility aligns with societal goals of sustainable urban development and environmental sustainability, making urban design a field that fulfills both personal aspirations and societal needs (Ajzen, 1991).

Moreover, students noted that marketing and promotional activities through social media were influential, further highlighting how societal communication channels shape perceptions of urban design education. As students expect their education to prepare them for societal needs such as innovation and collaborative career skills, this expectation aligns with the broader societal emphasis on sustainability and social responsibility (McKinsey Global Institute, 2011).

The Interaction Between Parental and Societal Influence

The interaction between parental and societal influences creates a higher-right quadrant of influence, where both parental and societal expectations converge to guide students' decisions. Parental influence through financial support and career advice interacts with broader societal pressures regarding educational quality, job security, and social responsibility to guide students toward urban design education. Bourdieu (1986) and Bandura (1986) suggest that this dynamic interaction between family background and societal norms creates a strong foundation for students' educational decisions, as both internal motivations and external pressures shape their pathways.

The comparative findings indicate that while students view themselves as the primary decision-makers in choosing their academic pathways (68.1%), parents and societal values significantly shape their decisions. Parents primarily influence the decision through financial support, while societal values guide students towards careers that are both financially stable and socially responsible. This dynamic suggests that while students retain autonomy in their choices, these choices are often directed by the practical considerations emphasized by both parents and society (Ajzen, 1991; Bandura, 1986).

The Influence Matrix: Parental and Societal Expectations in Urban Design Education

A multifaceted interplay of personal motivations, parental expectations, and broader societal norms shapes the decision to pursue urban design education. The Influence Matrix—specifically the Level Quadrant—categorizes the varying degrees of parental and societal influence on students' educational choices. This matrix illustrates how both parental expectations and societal values converge to guide students toward fields perceived to offer prestige, financial stability, and career security, making urban design an attractive option (Bourdieu, 1986; McKinsey Global Institute, 2011). It is a powerful tool for visualizing the influence these forces have on students' decisions, allowing a clearer understanding of how educational choices are shaped not only by individual aspirations but also by external expectations. The Influence Matrix is organized along two axes:

- Parental Influence on the horizontal axis, which ranges from low to high.
- Societal Influence on the vertical axis, also ranging from low to high.

This structure categorizes the factors influencing students' decisions into nine quadrants based on the degree to which parental guidance and societal pressures shape their educational choices. The mixed-methods approach employed in this study integrated both quantitative data (survey percentages) and qualitative insights (focus group discussions). This combination allows for a nuanced understanding of how these forces interact and shape students' decisions in choosing urban design education. Each factor within the Influence Matrix was assigned a level of influence (low, medium, or high) based on three key considerations:

Quantitative Findings:

The percentage of students or parents who identified each factor as significant was a primary basis for determining its level of influence. For example, 43.6% of students ranked tuition and living costs as one of their top concerns, signaling a medium-to-high level of influence from both parents and society.

Qualitative Feedback:

Insights gathered from focus group discussions provided valuable context. Students often emphasized career outcomes and job security, influenced by both parental expectations and societal norms regarding employment stability in urban design. This insight helped place factors like future employment opportunities in a medium-to-high quadrant of the matrix.

Contextual Understanding:

A broader examination of societal values and parental priorities within the urban design field further informed the analysis. For example, parents in this study tended to emphasize the practical aspects of financial stability and long-term career prospects. In contrast, society emphasized educational quality and the social responsibility associated with urban design. This context helped refine the placement of factors like institutional reputation and educational quality in the high influence quadrant.

This model reflects the interwoven roles of parental and societal influences, showing how these factors operate simultaneously to guide students' educational choices. It provides a clear framework for understanding how external expectations shape decisions about urban design education. This field is not only academically challenging

but also deeply embedded in societal values related to urban sustainability, economic growth, and public welfare (McKinsey Global Institute, 2011).

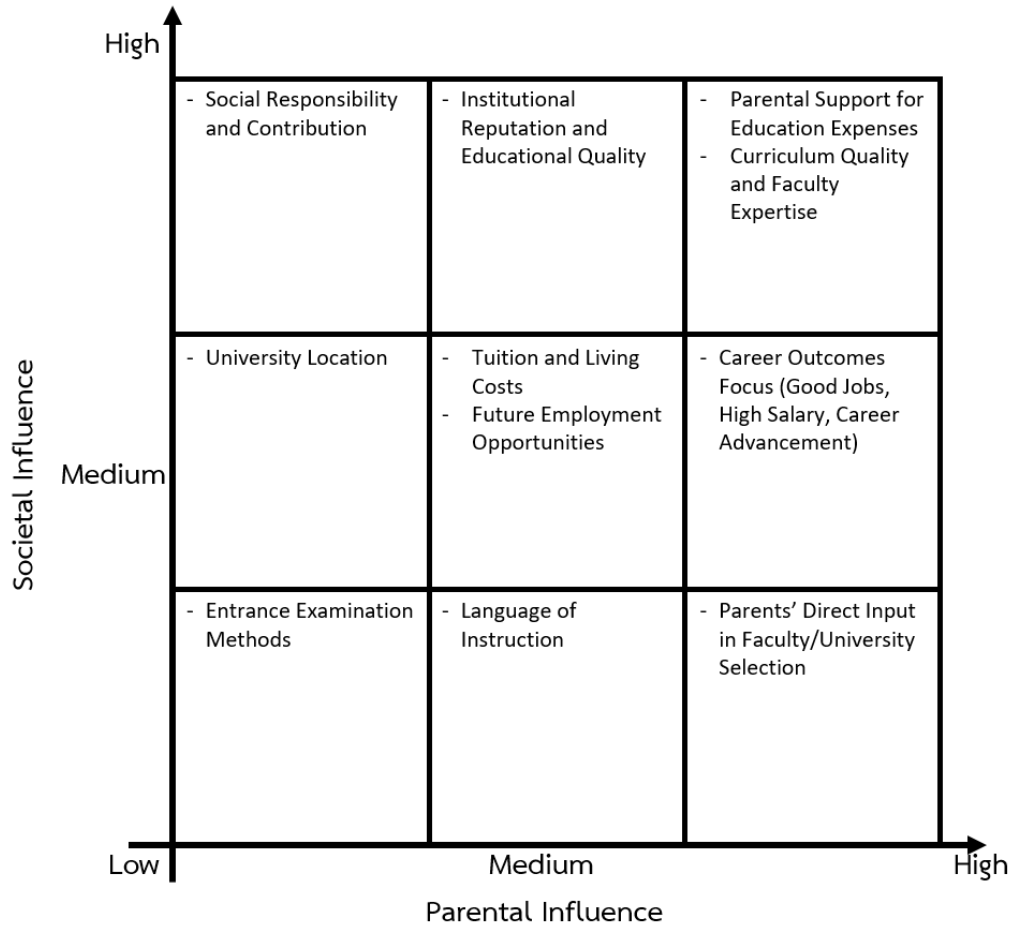


Figure 1: The Influence Matrix

Source: Author's illustration.

The Influence Matrix offers a structured visualization of how parental expectations and societal values converge to influence students' decisions to pursue urban design education. By categorizing each factor based on the level of influence from parents and society, this matrix allows for a clearer understanding of how financial considerations, career aspirations, and social responsibility all contribute to students' decisions.

This framework is a valuable tool for policymakers and educational institutions seeking to align curricula with the evolving needs of both students and society. It also emphasizes the importance of balancing personal agency, parental support, and societal expectations in creating educational pathways that lead to success in urban design education.

CONCLUSION

This study has demonstrated that a combination of parental expectations and societal values significantly influences the decision to pursue urban design education. The Influence Matrix effectively illustrates how parental financial support and career guidance intersect with societal norms around education quality, job security, and social responsibility in shaping students' educational choices. The findings confirm that while students maintain a degree of autonomy, they are still largely guided by the dual pressures of societal expectations for sustainability and economic stability, as well as parental guidance regarding career outcomes and financial security.

The study reveals that urban design education is not only viewed as a path to a prestigious career but also as an opportunity to contribute to sustainable urban development. However, a gap exists between stakeholder expectations and the current curriculum, particularly in terms of practical experience, technological integration, and alignment with the real-world needs of the urban design sector.

RECOMMENDATIONS FOR URBAN DESIGN EDUCATION POLICY

Align Curriculum with Industry Needs:

- Educational institutions should prioritize the integration of practical experience and technological tools into the curriculum. This includes incorporating sustainable urban development practices, innovative city technologies, and collaborative project-based learning that reflect industry trends and societal expectations.
- The curriculum should adapt to societal values, such as focusing on environmental sustainability, social equity, and community development, aligning with both students' career aspirations and societal goals.

Increase Parental Engagement and Awareness:

- Universities should engage with parents to raise awareness about the value of urban design education, emphasizing the field's relevance to social impact and future job opportunities. Offering information sessions for parents about the curriculum and career paths in urban design could reduce parental concerns about job security and help guide students more effectively.
- Policies that support parental involvement in educational decisions should be considered, such as workshops or seminars on career advancement and job security in the urban design field, addressing both parents' financial concerns and the growing societal need for urban sustainability.

Enhance Financial Support and Scholarships:

- Given the high financial influence parents exert in the decision-making process, it is essential to develop financial aid programs, scholarships, and student loan options to make urban design education more accessible, especially for students from lower socioeconomic backgrounds.
- Government policies should provide greater funding for affordable urban design education to ensure that students are not limited by financial constraints, fostering greater diversity in the field.

Promote Career-Oriented Initiatives:

- Universities should work closely with industry partners to create internship programs, mentorship opportunities, and collaborative projects that provide students with real-world experience and direct pathways into sustainable urban design careers.
- Strengthening the industry-university collaboration will bridge the gap between societal expectations for job readiness and the skills that students acquire during their studies.

Foster a Broader Understanding of Urban Design's Societal Role:

- In alignment with societal pressures for social responsibility, urban design programs should emphasize the social impact of urban development. Promoting urban design education as a means to address climate change, economic inequality, and sustainable cities will help students and parents alike recognize the societal value of pursuing such a career.
- Educational institutions should ensure that students are equipped with the knowledge and skills to contribute to global urban challenges, making the field of urban design not only attractive but also integral to addressing pressing societal issues.

ACKNOWLEDGEMENT

This Study was supported by Faculty of Architecture and Planning, Thammasat University Research Fund, Contract No. TDS 08/2566.

REFERENCES

- Ajzen, I. (1991). *The theory of planned behavior*. Organizational Behavior and Human Decision Processes, 50(2), 179-211. [https://doi.org/10.1016/0749-5978\(91\)90020-T](https://doi.org/10.1016/0749-5978(91)90020-T)
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice Hall.
- Becker, G. S. (1993). *Human capital: A theoretical and empirical analysis, with special reference to education*. University of Chicago Press.

- Bennett, T., & Silva, E. (2000). *The relationship between parental influence and students' educational outcomes*. Sociological Perspectives, 43(4), 407-428. <https://doi.org/10.2307/1389725>
- Bourdieu, P. (1986). *Distinction: A social critique of the judgment of taste*. Harvard University Press.
- Bourdieu, P. (1986). *The forms of capital*. In J. G. Richardson (Ed.), *Handbook of Theory and Research for the Sociology of Education* (pp. 241-258). Greenwood Press.
- Braun, V., & Clarke, V. (2006). *Using thematic analysis in psychology*. Qualitative Research in Psychology, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.
- Castells, M. (2000). *The rise of the network society*. Blackwell Publishers.
- Collins, R. (1979). *The credential society: An historical sociology of education and stratification*. Academic Press.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.
- Cuculic, V. (2018). *Parental influence on career choices and academic expectations*. Journal of Education and Career Development, 26(1), 13-29.
- Cuculic, V. (2018). Parental involvement and its impact on educational outcomes. *Journal of Educational Sociology*, 45(2), 45-58.
- Dovidio, J. F., & Gaertner, S. L. (2000). *Aversive racism and intergroup relations*. Advances in Experimental Social Psychology, 32, 1-52. [https://doi.org/10.1016/S0065-2601\(00\)80003-6](https://doi.org/10.1016/S0065-2601(00)80003-6)
- Field, A. (2013). *Discovering statistics using IBM SPSS statistics* (4th ed.). Sage Publications.
- Fink, A. (2017). *How to conduct surveys: A step-by-step guide* (6th ed.). Sage Publications.
- Giddens, A. (2009). *Sociology* (6th ed.). Polity Press.
- Giddens, A., Duneier, M., Appelbaum, R. P., & Carr, D. (2017). *Introduction to sociology* (10th ed.). W.W. Norton & Company.
- Gottfredson, L. S. (2002). *Gottfredson's theory of circumscription and compromise*. In D. Brown & S. Lent (Eds.), *Handbook of counseling psychology* (pp. 853-889). Wiley.
- Greenwood, J., & Lutz, D. (2010). *Sociological theories of education: A comparative analysis*. Springer.
- Hall, P. (1998). *Cities in civilization: Culture, innovation, and urban order*. Pantheon Books.
- Harris, A., & Goodall, J. (2008). *Do parents know they matter? Engaging all parents in school and community partnerships*. Educational Psychology, 28(3), 293-309. <https://doi.org/10.1080/01443410701232873>
- Harvey, D. (2012). *Rebel cities: From the right to the city to the urban revolution*. Verso.
- Haughton, G., & Hunter, C. (2015). *Cities and regional development: Theories, concepts and policies*. Routledge.
- Haughton, G., & Hunter, C. (2015). *Cities and regional development: Theories, concepts and policies*. Routledge.
- Jacobs, J. (1961). *The death and life of great American cities*. Random House.
- Kemp, R., & Caine, V. (2011). *Socioeconomic status and the decision to pursue education in urban design*. International Journal of Urban and Regional Research, 35(2), 195-210. <https://doi.org/10.1111/j.1468-2427.2010.01018.x>
- Lareau, A. (2011). *Unequal Childhoods: Class, Race, and Family Life*. University of California Press.
- Lareau, A. (2011). *Unequal childhoods: Class, race, and family life*. University of California Press.
- Lefebvre, H. (1991). *The production of space*. Blackwell.
- Lynch, J. (2003). *Parenting and educational achievement: The cultural capital of parental involvement*. Sociology of Education, 76(3), 179-195. <https://doi.org/10.2307/42728902>
- McKinsey Global Institute. (2011). *Urbanization and its implications for development*. McKinsey & Company.
- Mumford, L. (1961). *The city in history: Its origins, its transformations, and its prospects*. Harcourt Brace.
- Salingaros, N. A. (2017). *Urban design and the production of public spaces: Towards a sociology of place*. Journal of Urban Design, 22(5), 589-608.
- Sennett, R. (1990). *The fall of public man*. Norton & Company.
- Sennett, R. (2012). *Building and dwelling: Ethics for the city*. Farrar, Straus and Giroux.
- UN-Habitat. (2021). *The future of sustainable urban development*. United Nations Human Settlements Programme.
- UN-Habitat. (2021). *World cities report 2020: The value of sustainable urbanization*. United Nations Human Settlements Programme.
- Wright, S. (2018). *Urban sustainability: A global perspective*. Earthscan.