

THE RELATIONSHIP BETWEEN *FEAR OF FAILURE* AND *FUTURE CAREER ANXIETY* IN FINAL YEAR STUDENTS OF THE FACULTY OF DA'WAH AND COMMUNICATION

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Abstract

This study aims to see the picture of fear of failure, future career anxiety and see the relationship between fear of failure and future career anxiety in final year students of the Faculty of Da'wah and Communication. The research method used is quantitative descriptive with data collection techniques in the form of questionnaires, observation and documentation. The research sample amounted to 79 out of 376 final year students of the Faculty of Da'wah and Communication which were calculated using the slovin formula with an error tolerance of 10%. The results showed that the fear of failure of final year students of the Faculty of Da'wah and Communication 80% were in the moderate category, 9% were in the high category and 11% were in the low category. In future career anxiety 77% were in the moderate category, 10% were in the high category and 13% were in the low category. The results of the relationship between fear of failure and future career anxiety showed an r-count of 0.715, $p = 0.000$ ($p < 0.05$). The conclusion is that the fear of failure and future career anxiety of final year students of the Faculty of Da'wah and Communication are in the moderate category. Then, between fear of failure and future career anxiety there is a positive relationship and a strong level of closeness.

Keywords: Fear of failure, anxiety about future careers, final year students

Abstrak

Penelitian ini bertujuan untuk melihat gambaran *fear of failure*, *future career anxiety* serta melihat hubungan antara *fear of failure* dengan *future career anxiety* pada mahasiswa tingkat akhir Fakultas Dakwah dan Komunikasi. Metode penelitian yang digunakan adalah kuantitatif deskriptif dengan teknik pengumpulan data berupa kuesioner, observasi dan dokumentasi. Sampel penelitian berjumlah 79 dari 376 mahasiswa tingkat akhir Fakultas Dakwah dan Komunikasi yang dihitung menggunakan rumus slovin dengan eror tolerance 10%. Hasil penelitian menunjukkan bahwa *fear of failure* mahasiswa tingkat akhir Fakultas Dakwah dan Komunikasi 80% berada pada kategori sedang, 9% kategori tinggi dan 11% kategori rendah. Pada *future career anxiety* 77% kategori sedang, 10% kategori tinggi dan 13% kategori rendah. Hasil hubungan antara *fear of failure* dengan *future career anxiety* menunjukkan r-hitung sebesar 0,715, $p = 0,000$ ($p < 0,05$). Kesimpulannya bahwa *fear of failure* dan *future career anxiety* mahasiswa tingkat akhir Fakultas Dakwah dan Komunikasi berada pada kategori sedang. Kemudian, antara *fear of failure* dengan *future career anxiety* terdapat hubungan yang positif dan tingkat keeratan kuat.

Kata kunci: *Fear of failure*, *Future career anxiety*, Mahasiswa tingkat akhir

INTRODUCTION

Students as agents of change and the younger generation are often faced with various obstacles, burdens, and expectations in an increasingly competitive academic environment, especially in the final year. High academic load, demands to excel, demands to increase GPA, expectations to graduate on time, the need to think logically and objectively in solving complex problems, career determination, and so on. Status as a final year student often experiences fear and worry that results in a bout of depression due to the transition between academics and career (Zhang & Tu, 2023). This is motivated by negative emotions that can increase the occurrence of depression and anxiety, which can have an impact on the psychological well-being of students (Wang, 2021).

Rapid growth can also have an impact on the balance of the labor force and the number of job opportunities that exist. According to data from the Central Statistics Agency (BPS), the number of labor force based on the National Labor Force Survey in February 2024 recorded that the unemployment rate in Indonesia reached 7.2 million people, 5.63% of whom are diploma and university graduates (BPS data, 2024). This is further exacerbated by a sharp increase in the number of workers who have been laid off. A source from the Ministry of Manpower said that the total number of workers affected by layoffs in the January-June 2024 period was 32,064 people, an increase of 21.4% during the same period in the previous year (Wydyanto, 2022).

Future career anxiety, according to previous research, is described as someone who has difficulties in life, doubts, and hesitates in making decisions about the future of their career. Thus, the individual feels worried and unsuccessful due to failing to determine further career decisions (Fidyawati et al., 2024). This condition of future career anxiety is a picture of feelings that do not necessarily occur. Thus, this is described in Q. S. At-Taubah verse 51:

Meaning: O (Muhammad), say that nothing has befallen us except something that Allah SWT has decreed for us. He is our protector, and in Allah alone do the believers trust.

The verse emphasizes that everything that happens to humans is due to the decree of the destiny of Allah SWT. The destiny includes many things, such as good and bad, peace, difficulty, fear, health and sickness, wealth, poverty, victory, defeat, pleasure and disaster. This verse also teaches about tawakal and being confident in all destiny that is the decree of Allah SWT. In addition, it helps to relieve anxiety by believing that all things are part of His plan. These feelings of anxiety are prone to cause students to feel fear of failure during their study process in Higher Education, especially in final students who are afraid of failing in the process of completing their final projects.

Fear of failure is a form of fear when faced with an event that is a response to avoid failure, shame when getting failure, collapse of one's defense and self-power in one's social world, a lower perspective on oneself and a decrease in individual self-confidence (Trofimovich et al., 2016). One of the feelings of fear of failure arises because of the picture of a future career that will be a goal and desire. The fear of students in failing to

achieve goals or expectations and expectations from various parties often adds to the burden on the mind.

Fear of failure can result in students being physically and mentally tired. The cause of anxiety and fear in students is the existence of obstacles or difficulties in the process of preparing the final project. These various obstacles are then able to cause disturbances in students such as stress, frustration, weakened motivation, digestive disturbances, decreased immune system, and even cause negative psychological responses so that they have an impact on students' mental and physical well-being (Kruglanski et al., 2023)). This research was carried out on final year students of the Faculty of Da'wah and Communication, UIN Raden Fatah Palembang. Based on initial observations, it turns out that final year students of the Faculty of Da'wah and Communication experience anxiety, worry, and fear of failure during this crucial process of preparing the final project because they feel that it will have an impact on their careers after graduation (life after graduation).

There are five aspects to fear of failure, namely fear of declining self-esteem, fear of shame from failure, fear of uncertainty in the future, fear of losing social influence, fear of disappointing valuable people. Based on the results of initial observations and brief interviews, it was found that final year students of the Faculty of Da'wah and Communication showed that there were three aspects that most students felt, namely the fear of declining self-esteem, the fear of experiencing the shame of failure, followed by the fear of future uncertainty. Students believe that self-esteem will be tainted if they experience failure. In addition, students are embarrassed by the response from those around them if they experience failure in their academics due to a high level of prestige. The students think that if they fail, it will have an impact on their future. In addition, they still don't have a clear goal regarding their plans when they graduating from college.

This is different from the results of a study that occurred on final year students in Makassar City showing that the highest and most felt results were the fear of disappointing important people with a percentage of 53% of the high category and the fear of uncertainty in the future with a percentage of 29% of the high category (Anwar & Andi, 2023). Then, several previous studies related to fear of failure stated that there was a significant negative relationship between fear of failure and academic procrastination in final-year students. This is one of the causes of the thesis completion process, which will trigger anxiety about future careers (Subasman & Aliyyah, 2023). Furthermore, regarding future career anxiety, it is stated that there is a significant negative relationship between expectations and anxiety about the future of final students. This illustrates that final year students have high expectations for success both during the process of completing their final project and after completing lectures (Eriyanto, 2024). In addition, so far, there has been no research with specific titles related to fear of failure and future career anxiety. Therefore, this study aims to find out the picture related to fear of failure, future career anxiety, and investigate and prove the relationship between fear of failure and future career anxiety in final year students. Considering that these negative feelings and thoughts can have an impact on students' physical and mental health, it can be useful

to find the best intervention solution for students. Based on the background described earlier, the researcher is interested in conducting research related to the relationship between fear of failure and future career anxiety in final-year students of the Faculty of Da'wah and Communication.

METHOD

This study is a descriptive quantitative research that analyzes the correlation between the variable fear of failure and future career anxiety, so that this study is included in the correlational research with a type of survey. This study adapted the scale from Conroy, D. E, and A.J. Elliot to measure fear of failure, consisting of 19 statements, and the Career Anxiety Scale (CAS) by Tsai et al. to measure future career anxiety, consisting of 23 statements (Jaya, 2020).

Table 1. Blue Print Conroy Fear ff Failure Scale and Career Anxiety Scale

VARIABEL	ASPECTS	INDICATOR	NO. ITEM	TOTAL
<i>FEAR OF FAILURE</i>	Fear of low self-esteem	Individual confidence and motivation related to final projects	1,7,8,16	4
	Fear of humiliation and shame due to failure	Fear of being insulted by those around you and shame at others if you fail	2,9,11,17	4
	Fear of future uncertainty	Fear of changing plans if they fail	3,5	2
	Fear of losing social influence	Fear of being shunned if they experience failure and feelings of inferiority	4,6,10,12,18	5
	Fear of disappointing important people	Fear of response when experiencing failure and fear of losing trust	13,14,15,19	4
<i>FUTURE CAREER ANXIETY</i>	Personal abilities	Special skills or basic skills possessed	1,14,16,23	4
	Irrational beliefs about work	Illogical ideas related to work and the difficulties that may occur in the world of work	2,3,4,5,11,18,19,22	8

	Work environment	Feelings of worry about work that doesn't meet expectations	10,12,13,21	4
	Professional education training	Skills acquired and jobs that match the interests of the talent	6,7,8,9,15,17,20	7

The active students of the Faculty of Da'wah and Communication class of 2021 amounted to 376 out of a total of five study programs in this study (Administrative Data, 2024). The following total students for each study program can be seen in the table below.

Table 2. Active Student Population of the Faculty of Da'wah and Communication Class of 2021

COURSES	NUMBER OF ACTIVE STUDENTS
ISLAMIC COMMUNICATION AND BROADCASTING	113
ISLAMIC GUIDANCE AND COUNSELING	137
COMMUNITY DEVELOPMENT	30
DA'WAH MANAGEMENT	52
JOURNALISM	44
TOTAL	376

Then, to determine the number of students who were sampled, using the *Sövin* formula with an error tolerance of 10% with the following calculations:

$$n = \frac{N}{(1 + (Ne^2))}$$

$$n = \frac{376}{1 + (376 \cdot 0.1^2)}$$

$$n = \frac{376}{1 + (376 \cdot 0.01)}$$

$$n = \frac{376}{1 + 3.76}$$

$$n = \frac{376}{4.76} = 78.99$$

Information:

n = total sample requirement

N = overall population

e = percentage of error rate that is still tolerated (10%)

Based on the calculation above, the results were 78.99, which were rounded up to 79 students who became respondents. Furthermore, a *non-probability sampling technique* with an accidental *sampling* type was used to obtain respondents. After the direct dissemination of data, the total representatives of each study program is described in the table below.

Table 3. Respondents: Representatives of Study Programs

COURSES	GENDER		SUM
	Woman	Man	
ISLAMIC BROADCASTING COMMUNICATION	4 people	1 person	5 people
ISLAMIC COUNSELING GUIDANCE	51 people	4 people	55 people
DEVELOPMENT OF ISLAMIC SOCIETY	5 people	1 person	6 people
DA'WAH MANAGEMENT	4 people	1 person	5 people
JOURNALISM	6 people	2 people	8 people
TOTAL			79 orang

After all the data is obtained, the next step is to analyze the data. In this study, researchers used Pearson's r to find out whether there is a relationship between fear of failure and future career anxiety.

RESULTS AND DISCUSSION

Description of Research Implementation

The research was carried out from January 6 to February 6 to 79 students of the Faculty of Da'wah and Communication through the distribution of questionnaires totaling 42 statements, with 19 statements for the variable fear of failure and 23 statements for the variable future career anxiety.

Overview of Fear of Failure and Future Career Anxiety Levels

All data have been obtained, then we look for the mean and standard deviation to see the picture of the level of *fear of failure* with *future career anxiety* with the help of SPSS version 25, and the calculation also uses the formula in the table below.

Table 4. Categorization Criteria Formula

RUMUS	CATEGORY
M – 1SD	Low
M-1SD S/D M+1SD	Keep
M+1SD	Tall

Information:

M = Mean (average value)

SD = Standard Deviation

After going through the data processing process, it was obtained that *the fear of failure* variable obtained a mean value of 49.61 and a standard deviation of 7.21 with the help of SPSS version 25. The test results can be seen in the table below.

Table 5. Descriptive Test of Fear of Failure Statistics**DESCRIPTIVE STATISTICS**

	N	Mean	Hours of deviation
FEAR OF FAILURE	79	49.61	7.210
VALID N (LISTWISE)	79		

Table 6. Fear Of Failure Frequency Distribution

INTERVAL	CATEGORY	SUM	PERCENTAGE
> 57	Tall	7	9%
42 NS/D 57	Keep	63	80%
< THIS ARTICLE, THE PARTIES SHALL ENSURE THAT	Low	9	11%
TOTAL		79	100%

Based on the data obtained from the test results, it shows that there are 7 students who experience fear of failure in the high category, 63 students in the medium category, and finally 9 students in the low category. So, the level of fear of failure in final year students of the Faculty of Da'wah and Communication is in the medium category, where there are

63 students with a percentage of 80%. These results are supported by the results of a study, which states that 70% of final year psychology students of UIN Maulana Malik Ibrahim Malang are in the medium category (Hasanah, 2020). However, there is also a difference with the results of other studies that stated that the fear of failure in final year students at UNM is 34.4% with 46 people dominant in the high category (Ulumiyah and Sulistiyaningsih, 2024).

Then, categorization based on each aspect of fear of failure was also sought with the help of the SPSS program to find out the order of the most important aspects felt by students.

Table 7. Categorization of Fear of Failure Aspects

ASPEK FEAR OF FAILURE	KATEGORISASI		
	Tall	Keep	Low
FEAR OF DECREASED SELF-ESTEEM	9 org	65 org	5 org
FEAR OF HUMILIATION AND SHAME DUE TO FAILURE	7 org	63 org	9 org
FEAR OF UNCERTAINTY IN THE FUTURE	5 org	70 org	4 org
FEAR OF LOSING SOCIAL INFLUENCE	5 org	66 org	8 org
FEAR OF DISAPPOINTING IMPORTANT PEOPLE	5 org	63 org	11 org

From the table above, it is obtained that the first aspect felt by students is the fear of decreasing self-esteem with the number of 9 people in the high category, the second order is the fear of humiliation and shame due to failure with 7 people in the high category, the third order is the aspect of fear of uncertainty about the future, followed by the aspect of fear of losing social influence, and finally the aspect of fear of disappointing important people to the same self who have 5 people in the high category.

This decline in low self-esteem is supported by a theory from Dodgson & Wood, which states that low self-esteem will cause individuals to focus only on their weaknesses and feel that their abilities are not like others, which will trigger the individual's inability to manage stability in self-performance (Akbari & Sahibzada, 2020)). Students will feel disappointed in themselves because they have to accept their shortcomings and limitations as well as feelings of guilt due to not being able to overcome various things and feel inferior if they experience failure.

After all the series for the fear of failure variable is completed, then data processing to find the level of future career anxiety using the help of SPSS version 25 obtained a mean of 60.10 and a standard deviation of 9.47. The test results can be seen in the table below.

Table 8. Descriptive Test of Future Career Anxiety**DESCRIPTIVE STATISTICS**

	N	Mean	Hours of deviation
FUTURE CAREER ANXIETY	79	60.10	9.470
VALID N (LISTWISE)	79		

Table 9. Future Career Anxiety Frequency Distribution

INTERVAL	CATEGORY	SUM	PERCENTAGE
> 70	Tall	8	10%
51 NS/D 70	Keep	61	77%
< THIS ARTICLE, THE PARTIES SHALL ENSURE THAT THE	Low	10	13%
TOTAL		79	100%

Based on the data obtained from the test results, it shows that there are 8 students in the high category, 61 students in the medium category, and 10 students in the low category. So, in conclusion, the level of *future career anxiety* of final year students of the Faculty of Da'wah and Communication is in the medium category, where there are 61 students with a percentage of 77%. These results are supported by the results of the study, which stated that 68.4% of the majority of final students at the Faculty of Psychology, Universitas Airlangga, are categorized as medium career anxiety (Maghfiroh and Dewi, 2023). However, there is also a difference with the results of other studies that show that career anxiety in final students during the Covid-19 pandemic is at a high level, with a score of 68.4% (Barkowski et al., 2020).

Then, categorization based on each aspect of *future career anxiety* is also sought with the help of the *SPSS* program to find out the order of aspects that are most felt by students.

Table 10. Categorization of Future Career Anxiety Aspects

ASPEK FUTURE CAREER ANXIETY	KATEGORISASI		
	Tall	Keep	Low

PERSONAL ABILITIES	8 org	55 org	16 org
IRRATIONAL BELIEFS ABOUT WORK	6 org	68 org	5 org
WORK ENVIRONMENT	6 org	67 org	6 org
PROFESSIONAL EDUCATION TRAINING	7 org	60 org	12 org

From the table above, it is obtained that the first aspect felt by students is the aspect of personal ability which has 8 people in the high category, the second is the aspect of professional education training with 7 people in the high category, the third is the aspect of the work environment and finally the aspect of irrational beliefs about the job which each has 6 people in the high category. The aspect of personal ability includes skills both basic and special, that an individual has. There are still many students who are afraid of their future careers because they do not know the potential of their expertise or skills. In line with the results of research that stated that one of the factors of career anxiety is that the skills possessed are inadequate, resulting in a person doubting the potential and career development that will be faced (Bina et al., 2020).

The Relationship Between *Fear of Failure* and *Future Career Anxiety* in Final Year Students of the Faculty of Da'wah and Communication

The main objective was to investigate the relationship between the variable fear of failure and future career anxiety by analyzing Pearson's product-moment correlation data. Before that, validity, reliability, normality, and linearity tests were first carried out. In the validity test with table R 0.312, from 25 items of variable statements of fear of failure, 19 valid statements were obtained, and from 25 items of statements of variables of future career anxiety were obtained, 23 valid statements were obtained. So the total number of valid statements is 42 items. In the reliability test, the Cronbach alpha value for the fear of failure variable was $0.675 > 0.60$, and the Cronbach alpha value for the future career anxiety variable was $0.883 > 0.60$, which means that both variables are reliable. In the normality test, the significance value (2-tailed) was $0.200 > 0.05$; it was concluded that the residual value was normally distributed. Finally, the linearity test gets a sig value. Deviation from Linearity of $0.353 > 0.05$ means that there is a linear relationship between fear of failure and future career anxiety. The following is a table of Pearson Product-Moment test results.

Table 11. Pearson Product-Moment Correlation Test Results

<i>Correlations</i>			
		FOF	FCA
FOF	Pearson Correlation	1	.715**
	Sig. (2-tailed)		.000

	N	79	79
FCA	Pearson Correlation	.715**	1
	Sig. (2-tailed)	.000	
	N	79	79

Based on the table above, a significant value of $0.000 < 0.05$, which states that there is a relationship between fear of failure and future career anxiety. So H_a is accepted and H_0 is rejected. Then, the value of the correlation coefficient was also obtained. To determine the level of tightness of the correlation, Creswell, (2015) explained that there are several levels related to the relationship between the following variables.

Table 12. Correlation Criteria Guidelines

INTERVAL **CATEGORY**
COWPHYSIN

0,00 – 0,199	Very weak
0,20 – 0,399	Low
0,40 – 0,599	Keep
0,60 – 0,799	Strong
0,80 – 1,000	Very powerful

From the results of the correlation test that has been carried out, the value $r = 0.715$ was obtained. If you refer to the criteria guideline table above, it means that you are at a strong relationship level. This means that the relationship between fear of failure and future career anxiety in final year students of the Faculty of Da'wah and Communication is at a strong level. These results, when analyzed based on control theory, interpret the relevant view of controlling human behavior. This theory of control is often associated with social things, one of which is in terms of education. Travis Hirschi said that control from within is more influential than control of external influences (Adeleke & Alabede, 2022).

A student will feel feelings of anxiety, fear, worry and so on if they are unable to manage or control themselves over situations that are unpleasant or unfavorable. This theory states that there is a need for good self-control in everyone over all situations faced. Likewise, if it is associated with the results of this study, feelings and thoughts about the fear of failure can trigger a student to feel that they have no control over their future career, so that the feeling of anxiety about their future career increases.

CONCLUSION

Based on the analysis and discussion related to the relationship between fear of failure and future career anxiety in final year students of the Faculty of Da'wah and

Communication, it was concluded that the level of fear of failure and future career anxiety was both in the medium category. Then, between fear of failure and future career anxiety, there is a significant relationship. So that the hypothesis that reads "there is a correlation between fear of failure and future career anxiety in final year students of the Faculty of Da'wah and Communication" was accepted with a significant value of $0.000 < 0.05$ and $r = 0.715$, meaning that it is included in a strong relationship. The researcher's suggestion for the Faculty of Da'wah and Communication is to start setting strategies or changes and support that are more effective in minimizing anxiety in students, such as designing learning activities that are more responsive to the emotional and psychological needs of students, so that they can improve academic quality. Finally, for further research to be able to explore more deeply related to effective interventions that are useful in overcoming feelings of fear of failure and future career anxiety.

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