

The Influence of Academic Anxiety and Work Stress on Fear of Failing Employees' Students

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Abstract

This study aims to analyze the influence of academic anxiety and work stress on the fear of failure in student employees. The study used a quantitative approach with a survey method through the distribution of questionnaires to 100 respondents. Data analysis was carried out using SPSS version 22 with a series of tests, namely validity, reliability, normality, multicollinearity, heteroscedasticity, multiple linear regression, F test, t test, and determination coefficient (R^2). The results of the validity test show that all statement items are declared valid with a calculated value of r greater than the r of the table. The reliability test yielded a Cronbach's Alpha value above 0.7, which means the research instrument is reliable. The data is distributed normally and free from multicollinearity and heteroscedasticity problems. The results of multiple linear regression tests showed that academic anxiety and work stress simultaneously had a significant effect on fear of failure with an F test significance value of $0.000 < 0.05$. Partially, the two independent variables also had a significant effect on the dependent variable based on the results of the t-test. A determination coefficient value (R^2) of 0.682 showed that 68.2% of the variation in fear of failure could be explained by academic anxiety and work stress, while 31.8% were influenced by other factors outside the model. The conclusions of this study show that increased academic anxiety and work stress significantly increase the fear of failure in student employees, so stress management strategies and psychological support are needed in academic and work environments.

Keywords: academic anxiety, work stress, fear of failure.

Introduction

Employee students are a unique group of challenges as they have to balance professional and academic responsibilities at the same time. This condition often causes psychological stress due to the clash between job demands and academic responsibilities (Barbayannis et al., 2022). This tension can reduce mental well-being and hinder academic achievement if not managed properly. According to Chen et al. (2022), excessive work pressure can trigger work stress that impacts mental health and decreases individual performance in both professional and educational contexts.

One of the psychological problems that are commonly experienced by student employees is academic anxiety, which is the feeling of tension, worry, or fear of failing in dealing with academic situations, such as exams and assignments. Academic anxiety arises when individuals feel unable to meet academic expectations or experience a fear of failure (Putwain & Daly, 2014). Students with high levels of

anxiety tend to experience difficulties in concentrating, decreased motivation to learn, and suboptimal academic performance (Owens et al., 2012). This condition is exacerbated in students who are also working because their study time is limited and emotional energy is absorbed by the workload (Yang et al., 2022).

In addition to academic anxiety, work stress also plays an important role in affecting the psychological condition of student employees. According to Obenza et al. (2024), academic stress has an important role as a mediator between fear of failure and negative learning behaviors such as procrastination among college students. Recent research shows that high work stress not only affects productivity, but also worsens a person's mental and emotional state (Chen et al., 2022). In the context of employee students, pressures from work such as deadlines, heavy workloads, and career uncertainty can trigger stress that negatively impacts work-life balance (Barbayannis et al., 2022).

The phenomenon of fear of failure is also often associated with anxiety and stress experienced by students. Fear of failure is defined as the fear of not being able to meet standards or expectations, both from oneself and the social environment (Conroy & Elliot, 2004). According to Molenaar et al. (2021), individuals who have a high fear of failure tend to use self-handicapping strategies, such as procrastinating on assignments or avoiding academic challenges, as a form of self-protection from failure. A study by Alkhazaleh et al. (2016) also showed that a high level of fear of failure in college students correlates with low confidence and increased academic anxiety.

The link between anxiety, stress, and fear of failure has been confirmed by several empirical studies. Meanwhile, it suggests that student employees, who have to deal with the dual pressures of work and study, are at a higher risk of experiencing fear of failure due to a combination of work stress and academic anxiety.

Thus, research on the influence of academic anxiety and work stress on the fear of failure in student employees is important to do. The results are expected to make a theoretical contribution to the development of the literature on educational psychology and stress management, as well as practically assist educational institutions and work organizations in designing interventions that support the psychological well-being of student employees.

Theoretical Framework

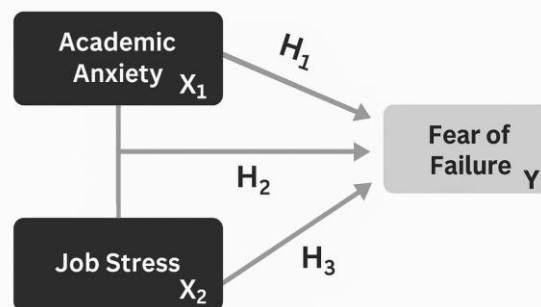
Students who work at the same time are often faced with double pressure, namely academic demands in college and professional responsibilities at work. The condition often creates a significant psychological burden as individuals have to balance two different roles (Hassan et al., 2021). The combination of roles as a learner and a worker can trigger role conflicts and emotional exhaustion, which ultimately leads to stress and anxiety. In the academic environment, anxiety is one of the most common psychological disorders experienced by students, especially when facing exams, tough assignments, and pressure to maintain good academic performance. As explained by Kallay and Dobrea (2020), academic anxiety can reduce the level of concentration, confidence, and motivation to learn, which in turn has an impact on decreasing student academic performance.

External factors also contribute to worsening academic anxiety, such as limited study time due to high workload. According to Agolla and Ongori (2009), academic stress is one of the main challenges faced by students, especially when they have to balance academic demands with personal and work responsibilities, students who are unable to manage stress effectively tend to experience anxiety, emotional exhaustion, and decreased confidence in facing exams or other academic challenges. This condition makes them more susceptible to academic stress, which can further increase the fear of failure. According to Cano et al. (2021), fear of failure describes a person's concern about the possibility of not meeting expected standards or receiving negative judgments from his or her social environment. Individuals with a high level of fear of failure tend to exhibit procrastination behavior, avoid challenges, and develop defensive attitudes in the learning process.

In addition to academic anxiety, work stress is also an important factor that can affect the psychological well-being of student employees. Work stress occurs when the demands of the job are felt to exceed the individual's ability to cope with them (Robbins & Judge, 2019). Findings from Alrawashdeh et al. (2021) show that high levels of work stress can lower work-life balance, as well as trigger mental health disorders such as anxiety and low self-confidence. For students who are also working, stress in the work environment can exacerbate psychological fatigue and decrease their capacity to meet academic demands, thus increasing the likelihood of fear of failure.

Individuals who experience emotional distress tend to interpret failure as a threat to their self-esteem. Theoretically, this can be explained through McClelland's theory of achievement motivation, which states that highly motivated individuals seek to avoid failure in order to maintain a positive self-image. However, when anxiety and stress levels increase excessively, those motivations can turn into challenge-avoidance behaviors.

Based on the theoretical description and the results of previous research, it can be concluded that academic anxiety (X_1) and work stress (X_2) have an influence both partially and simultaneously on the fear of failure (Y). Student employees with high levels of academic anxiety will more easily experience the fear of failure because they feel incapable of meeting academic expectations. Similarly, heavy work stress can worsen a student's psychological state and reinforce negative perceptions of success chances. Thus, the higher the level of academic anxiety and work stress, the greater the likelihood that student employees will experience a fear of failure.



Gambar 1.1 Theoretical Framework Diagram

The hypotheses of this study include: (H1) Academic anxiety has a positive effect on the fear of failure; (H2) Work stress has a positive effect on the fear of failure; and (H3) Academic anxiety and work stress simultaneously have a significant effect on the fear of failure in student employees.

Method

This study uses a quantitative approach with a survey method to analyze the relationship between academic anxiety and work stress to fear of failure in student employees. The research design used was descriptive correlational, which aimed to find out the extent to which independent variables (academic anxiety and work stress) had an effect on bound variables (fear of failure).

The population in this study is all student employees at one of the private universities in Tangerang. The sample was taken using the purposive sampling technique, with the criteria of respondents who were actively studying while working. The sample size of 100 respondents is considered sufficient to represent the population for multiple linear regression analysis.

Data was collected through a closed-ended questionnaire that was compiled based on the theoretical indicators of each variable. The questionnaire instrument was measured using the Likert scale with five alternative answers, ranging from strongly disagree to strongly agree. Before use, the instrument is tested through validity and reliability tests to ensure the reliability and accuracy of the measuring instrument.

The data analysis method used the IBM SPSS version 26 program, with the analysis stages including validity, reliability, normality, multicollinearity, heteroscedasticity, multiple linear regression, F test, t test, and determination coefficient (R^2). This analysis was conducted to test the hypothesis of whether academic anxiety and work stress have a significant influence on fear of failure. The results of data processing are then interpreted to provide empirical conclusions in accordance with the research objectives.

Results

This research has gone through various stages of instrument testing and classical assumption tests to ensure that the data used has a good level of reliability and feasibility before regression analysis is carried out. Based on the results of the validity test, it was found that all 21 statements (P1–P21) had an r-count value greater than the r-table of 0.195, with a significance level of 0.000 (< 0.05). This means that all statement items are declared valid and can be used in research. Furthermore, the results of the reliability test showed a Cronbach's Alpha value of 0.902, exceeding the minimum limit of 0.6, so that this research instrument is classified as reliable with a high level of consistency.

In the normality test, the results of the Kolmogorov-Smirnov test showed an Asymp value. Sig. (2-tailed) is 0.056, which is greater than 0.05. This means that residual data is normally distributed. The results of the multicollinearity test showed a Tolerance value of 0.463 and VIF of 2.161 for the variables of academic anxiety and work stress.

Since the Tolerance > 0.10 and VIF < 10, it can be concluded that there is no indication of multicollinearity between the free variables.

Meanwhile, the results of the heteroscedasticity test visualized through the scatterplot graph showed that the data points were randomly scattered above and below the zero line without forming a specific pattern. This indicates the absence of heteroscedasticity symptoms in the regression model. Thus, all instrument tests and classical assumptions have been met, so that the data in this study are declared feasible and reliable for use in multiple linear regression analysis.

Multiple Liner Regression Test

Multiple linear regression test is a statistical analysis technique used to determine the influence of two or more independent variables (X_1, X_2, \dots, X_n) against one dependent variable (Y).

The goal is to predict the value of bound variables based on changes in free variables and to find out the direction and magnitude of the influence of each variable.

In this study,

Variable dependen:

Y= Fear of Failure

Independent variable:

X_1 = Academic Anxiety

X_2 = Job Stress

The general equations of multiple linear regression are:

$$Y = a + b_1 \cdot X_1 + b_2 \cdot X_2 + e$$

Information:

Y = Dependent variable (affected variable)

a = Constant (value Y if X_1 and $X_2 = 0$)

b_1, b_2 = The regression coefficient of each independent variable

X_1, X_2 = Independent variable

e = Error (interference factor)

Table 1. Multiple Linear Regression Test

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	t	Itself.
	B	Std. Error	Beta		
1 (Constant)	2.430	1.351		1.799	.075
Academic Anxiety	.608	.085	.589	7.171	.000
Job Stress	.299	.082	.300	3.652	.000

a. Dependent Variable: Fear Of Failure

Source : SPSS Data Processing Results

Based on the results of the multiple linear regression test on the SPSS output, the regression equation can be written as:

$$Y = 2.430 + 0.608 + 0.299$$

Interpretation

The constant of 2,430 means that if academic anxiety and work stress = 0, then the fear of failure is 2,430 units.

A coefficient of 0.608 indicates that every 1 unit increase in academic anxiety will increase the fear of failure by 0.608 units.

The coefficient of 0.299 indicates that every 1 unit increase in work stress will increase the fear of failure by 0.299 units.

Because the Sig. value < 0.05, the two independent variables have a significant effect on the fear of failure.

Simple Linear Regression Test

A simple linear regression analysis was performed to determine the influence of each independent variable, namely academic anxiety (X_1) and work stress (X_2) to the dependent variable fear of failure (Y) in student employees.

1. The Influence of Academic Anxiety on Fear of Failure

The results of the simple linear regression test showed that the academic anxiety variable (X_1) had a regression coefficient value of 0.608, a t-value of 7.171, which is in Table 4. Multiple linear regression test with a significance level of 0.000. Significance values smaller than 0.05 indicate that academic anxiety has a positive and significant effect on fear of failure.

The regression equations formed are:

$$Y = 2.430 + 0.608X_1$$

This means that every one unit increase in academic anxiety will increase the fear of failure by 0.608 units. The positive coefficient value shows that the higher the level of academic anxiety of students, the greater the fear of failure they experience. These results indicate that academic pressure and concern about academic performance are important factors that reinforce the fear of failure.

2. The Effect of Work Stress on the Fear of Failure

Furthermore, the results of a simple linear regression test for the variable work stress (X_2) showed a regression coefficient value of 0.299, a t-value of 3.652, with a significance level of 0.000. Because the significance value is less than 0.05, it can be concluded that work stress also has a positive and significant effect on the fear of failure.

The regression equations formed are:

$$Y = 2.430 + 0.299X_2$$

This shows that every one unit increase in work stress will increase the fear of failure by 0.299 units. Thus, the higher the level of stress experienced by students in the world of work, the more likely they are to experience a fear of failure in the academic world. Overall, both results confirm that both academic anxiety and work stress have a positive and significant influence on fear of failure, meaning that student employees with high levels of psychological distress are more susceptible to experiencing fear of failure in studies and work.

Test F

The F test was conducted to find out whether the independent variables of Academic Anxiety and Job Stress together had a significant influence on the dependent variable Fear of Failure.

Table 2. Test F

Type	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	1846.592	2	923.296	111.469	.000b
Residual	803.448	97	8.283		
Total	2650.040	99			

Source : SPSS Data Processing Results

Based on the results of the ANOVA (Analysis of Variance) test in the table above, the following values were obtained:

Calculation = 111,460

Significance (sig.) = 0.000

The ftable at the significance level of 5% ($\alpha = 0.05$) with $df_1 = 2$ and $df_2 = 97$ is about 3.09.

Because the value of $F_{cal} (111.460) > F_{table} (3.09)$ and the value of $Sig. (0.000) < 0.05$

The results of this test showed that together the two independent variables, namely academic anxiety and work stress, were able to explain the variation that occurred in the variable fear of failure. A very small significance value (0.000) indicates that the relationship between the three variables is not caused by a coincidence factor.

Thus, the regression model used in this study can be declared fit to explain the joint effect between academic anxiety and work stress on the fear of failure.

These findings indicate that the higher the level of academic anxiety and work stress experienced by student employees, the higher their tendency to experience fear of failure. Conversely, if academic anxiety and work stress can be controlled, then the fear of failure can be minimized.

T Test

The T-test was used to determine the influence of each independent variable (Academic Anxiety and Work Stress) on the dependent variable (Fear of Failure) partially

Table 3. T Test

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.430	1.351		1.799	.075
Academic Anxiety	.608	.085	.589	7.171	.000
Job Stress	.299	.082	.300	3.652	.000

a. Dependent Variable: Fear Of Failure

Source : SPSS Data Processing Results

With the significance level of $\alpha = 0.05$ and the amount of data ($n = 100$), then the t-value of the table = 1.984.

Test criteria:

If $t_{\text{calculated}} > t_{\text{table}}$ and $\text{Sig.} < 0.05$, then the independent variable has a significant effect on the dependent variable.

On the other hand, if $t_{\text{calculated}} < t_{\text{table}}$ and $\text{Sig.} > 0.05$, then it has no significant effect.

Based on the results of partial regression analysis (t-test) on the Coefficients table, information was obtained that the variables of Academic Anxiety and Work Stress each had a significant influence on the Fear of Failure. Here's a detailed explanation:

Academic Anxiety Variable (X_1)

The value of t calculated = 7.171 with a significance value (Sig.) = 0.000. Because t counts $> t_{\text{table}}$ (1.984) and $\text{Sig.} < 0.05$, it can be concluded that Academic Anxiety has a significant effect on Fear of Failure.

The regression coefficient of 0.608 indicates the direction of positive influence, which means that the higher the level of academic anxiety experienced by students, the higher the fear of failure that arises.

Variable Work Stress (X_2)

The value of t is calculated = 3.652 with a significance value (Sig.) = 0.000. Because t counts $> t_{\text{table}}$ (1.984) and $\text{Sig.} < 0.05$, it can be concluded that Work Stress also has a significant effect on Fear of Failure.

The regression coefficient of 0.299 indicates the direction of positive influence, which means that the higher the work stress experienced by student employees, the greater the fear of failure felt.

From the results of these two tests, it can be interpreted that both Academic Anxiety and Work Stress have a positive and significant influence on Fear of Failure partially. This means that an increase in one or both of these factors will be followed by an increase in the fear of failure in student employees.

These findings reinforce the theory that psychological distress (such as anxiety and stress) is a major factor that can increase fear of failure, especially in individuals who dual roles as students and workers.

9. Coefficient Determination Test

The determination coefficient test is carried out to find out how much of an independent variable (free) is able to explain variations or changes in dependent (bound) variables in a regression model.

In other words, this test answers the question of how much influence variable X has on Y together.

Table 4. Coefficient Determination Test

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.835a	.697	.691	2.87802

Source : SPSS Data Processing Results

Based on the output of the Model Summary in the multiple regression analysis above, the values of $R = 0.835$, $R\text{ Square} = 0.697$, and $\text{Adjusted } R\text{ Square} = 0.691$ were obtained. An R value of 0.835 indicates a strong relationship between the variables Academic Anxiety and Job Stress and Fear of Failure.

Furthermore, the R Square value of 0.697 indicates that 69.7% of the variation or change that occurs in the Fear of Failure variable can be explained by both independent variables, namely Academic Anxiety and Work Stress. The remaining 30.3% were explained by other factors that were not studied in this study, such as achievement motivation, social support, or personality factors.

The Adjusted R Square value of 0.691 indicates results that have been adjusted for the number of variables and research samples, so that this regression model can be said to be stable and feasible to predict the influence of Academic Anxiety and Work Stress on the Fear of Failure.

results, it can be concluded that

There is a strong and positive influence between Academic Anxiety and Work Stress on Fear of Failure.

The two independent variables together were able to explain most of the variation in Fear of Failure, which was 69.7%.

The regression model used is good and significant, because most of the changes in the dependent variables can be explained by their independent variables.

Discussion

This study was conducted to examine the extent to which academic anxiety and work stress affect the fear of failure in working students. Based on the results of the validity test, all statement items show an item-total correlation value that exceeds the r of the table by 0.1966, indicating that each question item on the instrument is valid and able to represent the measured construct. The reliability test also showed a Cronbach's Alpha value above 0.70, which means the gauge has a high level of internal consistency and is suitable for use in data collection.

The normality test shows that the data is distributed normally, so that the basic assumptions for regression analysis are met. Furthermore, the multicollinearity test showed a Tolerance value of 0.463 and VIF of 2.161, which is still below the threshold of 10, so that no strong linear relationship between the free variables was found. The results of the heteroscedasticity test also indicated the absence of non-uniform residual distribution, so the regression model was considered suitable for use in the analysis.

Multiple linear regression analysis shows that academic anxiety and work stress have a positive and significant influence on the fear of failure. The constant value of 2.430 indicates that even though the free variable is zero, there is still a basic level of fear of failure in college students. Meanwhile, a regression coefficient for academic anxiety of 0.608 and for work stress of 0.299 indicates that a one-unit increase in both independent variables will increase the fear of failure. The t-test showed that academic anxiety ($t = 7.171$; sig. 0.000) and work stress ($t = 3.652$; sig. 0.000) had a partially significant effect, while the F test showed a significance of 0.000 (<0.05) which means that both variables simultaneously had an effect on the fear of failure. A determination coefficient value (R^2) of 0.697 explained that 69.7% of the variation in fear of failure could be explained by both independent variables, while the remaining 30.3% were influenced by other factors outside of this study.

Theoretically, these findings are in line with Atkinson's (1964) theory of achievement motivation which states that the fear of failure arises from the urge to avoid failure in stressful situations. Student employees with high levels of academic anxiety tend to have excessive anxiety in meeting academic and professional demands. These findings support the research of Putri and Sari (2022) who found a positive relationship between academic anxiety and fear of failure. In addition, the work stress faced by employee students due to the dual role of workers and students can exacerbate psychological stress, as revealed by Rahman (2021) that work stress has a real impact on the emergence of fear of failure in individuals with double burdens.

Scientifically, this research contributes to the enrichment of the literature in the field of educational psychology and organizational behavior, by showing that academic pressure and work pressure can interact and have a significant effect on the perception of individual failure. These findings broaden understanding of how student employees balance the demands of two key roles in their lives.

From a practical perspective, the results of this study provide important implications for educational institutions and companies where students work to provide psychological support, stress management training, and flexibility of study and work time. Programs such as academic counseling, stress management training, and adaptive work policies can help students reduce anxiety and work stress so that they are better able to control the fear of failure.

However, this study has limitations because it only involves respondents from one institution, so the results cannot be generalized widely. In addition, the use of a quantitative approach through questionnaires may not have fully captured the emotional dynamics of respondents in depth.

Conclusion

Based on the results of data analysis and discussions that have been carried out regarding the influence of academic anxiety and work stress on the fear of failure in student employees, it can be concluded that several things are as follows:

1. The research instrument is proven to be valid and reliable. All questionnaire items had a correlation value above the r of the table and a Cronbach's Alpha value above 0.7, indicating that the instrument used had been able to measure the variables consistently and reliably.
2. The regression model meets classical assumptions. The results of the normality test showed that the data was distributed normally.
3. Academic anxiety and work stress have a positive and significant effect on the fear of failure.
4. Both variables simultaneously also have a significant effect on the fear of failure
5. A determination coefficient (R^2) of 0.716 indicates that 71.6% of the variation in fear of failure can be explained by academic anxiety and work stress, while the remaining 28.4% are influenced by factors outside the model, such as learning motivation, social support, and self-confidence.

Scientifically, this research contributes to strengthening the theory of achievement motivation and educational psychology that emphasizes that anxiety and stress are important psychological factors that influence the perception of failure. In practical terms, the results of this research can be the basis for educational institutions and companies to design psychological mentoring programs, stress management training, and create an environment that supports work-study balance for student employees. However, this study has several limitations, including using only two independent variables and is quantitative with a survey approach. Therefore, further research is recommended to add other variables such as self-efficacy, achievement motivation, and social support, as well as use qualitative methods or mixed methods so that the results obtained are more in-depth and comprehensive.

Thus, it can be concluded that academic anxiety and work stress have a positive and significant effect on the fear of failure in student employees, and have an important

contribution in understanding the psychological condition of individuals who perform dual roles as workers and students.

Acknowledgments

The author realizes that the preparation and completion of this research will not be carried out without support, guidance, and assistance from various parties. Therefore, with all humility, the author would like to express his deepest gratitude to:

1. The Supervisor, who has taken the time, provides guidance, direction, and motivation during this research process.
2. Fellow student employees who have been willing to be respondents in this study, so that this research can be completed properly.
3. Dear family, for all the prayers, affection, and moral and material support that is constantly given to the author in completing this study and research.
4. As well as all other parties who cannot be named one by one, who have assisted directly or indirectly in this research process.

May all the help, support, and kindness that has been given get a multiplied reply from God Almighty. The author hopes that the results of this research can provide benefits both academically and practically, as well as make a small contribution to the development of science in the field of management and educational psychology.

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