

THE INFLUENCE OF CAREER ANXIETY ON PSYCHOLOGICAL WELL-BEING OF UNIVERSITY STUDENTS FINAL LEVEL

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Received	Revised	Accepted	Published
23 November 2024	07 Desember 2024	09 Desember 2024	15 Desember 2024

Abstract

Career anxiety is a common phenomenon experienced by final-year students as they transition from education to the workforce. This anxiety can lead to psychological issues if not balanced with proper career preparation. If the quality of their psychological well-being is low, they are more likely to experience negative feelings such as stress, depression, and anxiety, including career-related anxiety. Therefore, this study aims to investigate the influence of career anxiety on the psychological well-being of final-year students at Universitas Annuqayah Guluk-Guluk Sumenep in 2024. The research employs a quantitative approach with a non-experimental correlational design. It is based on two main theories: Caroll Ryff's theory of psychological well-being and Tsai et al.'s theory of career anxiety. Data collection methods include interviews and Likert scale instruments distributed both online and offline to 30 randomly selected final-year students. The measurement tools used are the career anxiety scale and the psychological well-being scale. Data analysis results indicate a significance value (Sig.) of $0.424 > 0.05$, which means there is no significant influence of career anxiety on the psychological well-being of final-year students at Universitas Annuqayah in 2024. The contribution of career anxiety to psychological well-being is minimal, at only 2.3%. This finding supports the notion that other factors play a more dominant role in influencing the psychological well-being of final-year students at Universitas Annuqayah.

Keywords: *Career Anxiety, Psychological Well-being, Final-year Students*

Abstrak

Kecemasan karir adalah fenomena yang umum dialami oleh mahasiswa tingkat akhir ketika mereka akan menghadapi transisi dari pendidikan ke dunia kerja. Hal ini akan menimbulkan permasalahan pada aspek psikologisnya apabila tidak

diimbangi dengan persiapan karir yang matang. Terlebih jika kualitas kesejahteraan psikologisnya rendah, maka cenderung lebih mudah menimbulkan berbagai perasaan negatif seperti stress, depresi, dan kecemasan termasuk mencemaskan karirnya. Oleh karena itu penelitian ini bertujuan untuk mengetahui pengaruh kecemasan karir terhadap kesejahteraan psikologis mahasiswa tingkat akhir di Universitas Annuqayah Guluk-Guluk Sumenep Tahun 2024. Penelitian dilakukan menggunakan pendekatan kuantitatif dengan jenis non-eksperimental korelasional. Penelitian ini mengacu pada dua teori utama yaitu, teori kesejahteraan psikologis milik Caroll Ryff dan teori kecemasan karir dari Tsai et al. Adapun metode pengambilan data menggunakan wawancara dan instrumen dalam bentuk skala likert yang disebarakan secara online dan offline kepada 30 mahasiswa tingkat akhir sebagai sampel penelitian yang dipilih secara acak (*random sampling*). Alat ukur yang digunakan yaitu skala kecemasan karir dan skala kesejahteraan psikologis. Hasil analisis data menunjukkan bahwa nilai signifikansi (Sig.) $0,424 > 0,05$, hal ini berarti tidak terdapat pengaruh yang signifikan antara kecemasan karir terhadap kesejahteraan psikologis mahasiswa tingkat akhir di Universitas Annuqayah Tahun 2024. Diketahui kontribusi pengaruh kecemasan karir terhadap kesejahteraan psikologis sangat kecil yaitu hanya 2,3%. Temuan ini mendukung bahwa terdapat faktor-faktor lain yang lebih dominan dalam mempengaruhi kesejahteraan psikologis mahasiswa tingkat akhir di Universitas Annuqayah.

Kata Kunci: Kecemasan Karir, Kesejahteraan Psikologis, Mahasiswa Tingkat Akhir

Introduction

Students are individuals who are pursuing their education in higher education by carrying out tasks and responsibilities that are heavier than when they were students (Sugiarti & Sos, 2023) . Especially for final year students who have higher duties and responsibilities as a requirement to obtain graduation in the form of proposals, practicum, thesis, and others (Malfasari et al., 2019) . Final year students are in the implementation period, namely the period of completing education and preparing for the world of work, in other words, final year students are in a transition period from the world of education to the world of careers or work (Zulfahmi & Andriany, 2021) . However, the problem is that not all final year students are able to deal with their academic tasks while preparing for their careers and futures (Hidayat, 2019) . And this is considered to be a trigger for final year students to be vulnerable to experiencing career anxiety and even psychological disorders such as stress and depression because they have to face adjustments to the academic transition and the career world (Rahimi et al., 2023) . Moreover, they do not have a clear picture and plan for it, while the thought of a future career that is uncertain will cause negative moods such as, anxious or worried about their careers which can also threaten their psychological well-being (Rahimi et al., 2023) .

Psychological well-being is important for a student to have. Because an excellent psychological state can make students able to develop themselves and carry out their academic tasks optimally. On the other hand, students who are in a low

psychological state can evoke a variety of negative emotions such as depression and anxiety, including worrying about their career and future. The lower the condition of a person's psychological well-being, the higher he will feel anxious about something (Rahimi et al., 2023). Carol Ryff describes *psychological well-being* as a state of psychological well-being, including positive emotions and moods. Carol Ryff developed this theory into six types that contribute to well-being, happiness and satisfaction with life (Maghfiroh & Dewi, 2023) .

Strauser in his research states that psychological well-being has a direct influence on determining one's career or future. Because career development decisions will not escape cognitive and emotional to use their resources and psychological (Strauser et al., 2008). So a good and prosperous psychological state will help individuals in achieving their goals, maximising their potential, developing the meaning of life, being able to manage the demands and opportunities they get and making themselves more independent (autonomous) (Ryff & Keyes, 1995) .

There was also a phenomenological method of qualitative research, through in-depth interviews to answer the following questions: (a) What are the core (participants') experiences with the phenomenon of career anxiety? and (b) In what contexts does the core researcher experience career anxiety? Seven themes emerged: general symptoms of anxiety, existential concerns, distress, lack of career guidance, cognitive distortions, social comparison, and economic/job uncertainty. These findings provide a contextual and developmental perspective on career-related anxiety that can guide counsellors in the implementation of interventions to reduce anxiety associated with career choice and development (Pisarik et al., 2017) .

However, not all individuals truly feel psychologically well, especially final year students. They are in a state of anxiety and uncertainty about their future and career. This is likely to make *psychological well-being* decrease and the emergence of various *negative feelings* that will occur such as, not having good self-acceptance, decreased productivity and mastery of the environment, and anxiety that exists in him (Pisarik et al., 2017) .

Based on the results of interviews with 3 final semester students at Universitas Annuqayah said that in addition to working on their final assignments they have also thought about and even worried about their careers and future. This is because they do not have a clear plan and picture of their future. In fact, one of the three said that in becoming a student he had two demands at once. Firstly, he is required to complete his studies on time. Secondly, he is required to help ease his family's economy by working, while he is thinking and worrying about his studies and career. *Career anxiety* is defined as individuals who feel anxious and afraid because they cannot make decisions on their careers (Jannah & Cahyawulan, 2023) .

Basically, anxiety is a natural response that arises *in stressful* situations, such as thinking about an uncertain career. But if career anxiety is allowed to be prolonged, it can have a negative impact on mental conditions and psychological well-being (Santo & Alfian, 2021) . Meanwhile, excessive career anxiety will have an impact on the lack of commitment to career, career exploration process, low self-acceptance, and feel dissatisfied and feel like a failure in contributing to the environment despite having adequate knowledge and education (Pisarik et al., 2017) .

Furthermore, research conducted by Frischa proves that there is a significant negative relationship between career anxiety and the psychological well-being of final year students. Even the relationship between career anxiety and psychological well-being in final year students in this study shows that aspects of career anxiety affect each dimension of psychological well-being. This indicates that the higher the career anxiety, the lower the aspects of psychological well-being, and vice versa (Maghfiroh & Dewi, 2023). Another study also found that there is a negative relationship between Anxiety and Psychological Wellbeing in the Karangrejek village community, this research was conducted by (Purwaningsih et al., 2023) .

Based on the description above, *career anxiety* is a phenomenon and problem that can be experienced by students who will transition from the world of education to the world of work. However, there are still not many studies conducted on final year students with quite specific characteristics. However, most research is conducted on *fresh graduates* (undergraduate graduates). Therefore, researchers are interested in conducting research on the Effect of *Career Anxiety* on *Psychological Well-Being* of Final Year Students, at Universitas Annuqayah (UA). This research aims to find out through accurate data about the effect of *career anxiety* on *psychological well-being* of final year students at Universitas Annuqayah Guluk-guluk Sumenep.

This research contributes to theory development in the fields of educational psychology and *developmental* psychology, particularly on the topic of *early adulthood* transition. In addition, this study links two important constructs in contemporary psychology. It shows how negative emotions due to future uncertainty can affect subjective quality of life, particularly at a vulnerable phase of development (final year university students). Therefore, research is especially important as an attempt to determine the relationship between the psychological profile of final year students and their behaviour in the context of careers.

Research Methods

This research uses a quantitative approach with a correlational type, where the data generated will be in the form of numbers. The data obtained was then analysed using the IBM SPSS *Version 23* programme. This aims to determine the effect of career anxiety on the psychological well-being of final year students at Universitas

Annuqayah. The research subjects were taken partly from all final year students at Universitas Annuqayah Guluk-guluk Sumenep with a total of 30 people according to the specified characteristics, namely students who are working on their thesis, students who are active in intra and extra campus organisations, and students who experience problems that are in line with the research. The sampling technique used in this study is *random sampling* or randomly.

The data collection technique in this study uses interviews and instruments in the form of a Likert scale. The instrument used in this study is a Likert scale which is used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena. While in this study researchers used two types of scales, namely, career anxiety scale, and psychological well-being adopted from Caroll Ryff, namely, *Ryff's Psychological Well-Being Scale* (RPWB).

The data analysis technique in this study is in two stages; First, after distributing scale instruments to 50 final students, researchers tested the validity and reliability of the data with the help of the IBM SPSS *Version 23* program, which has the aim of knowing the feasibility and reliability of measuring instruments that will be used in obtaining research data. After that in the second stage, the researcher began to distribute the scale to 30 final students who were sampled in this study to obtain research data. After obtaining the research data, the normality and linearity of the data were tested, which was useful to determine whether the distribution of the data population was normal or not and to determine whether there was a linear relationship between the two variables in a study. Furthermore, after completing the normality and linearity tests, researchers then conducted data analysis with correlational tests and simple linear regression using the IBM SPSS *Version 23* program, with the aim of knowing the effect of career anxiety on psychological well-being in final year students at Universitas Annuqayah.

Research Results and Discussion

Final year students are often faced with pressures related to the future, especially regarding careers after graduation. Career anxiety can arise due to uncertainty, job competition, social expectations, and lack of preparedness. On the other hand, *subjective well-being* (SWB)-which includes life satisfaction, positive emotions, and low negative emotions-is an important indicator of psychological health. The results of this study based on the previously established hypotheses focus on the variables of career anxiety and psychological well-being. The results of the Likert scale distribution to the research subjects are as follows:

The data normality test is carried out using one sample Kolmogorov Smirnov, which is provided that if the significance value is above 5% or 0.05, the data is normally distributed, otherwise if the significance value is below 55 or 0.05, the data

does not have a normal distribution. In this study, the normality test was carried out using the IBM SPSS *Version 23* programme with the *Kolmogorov-Smirnov* test, provided that *Asymp.Sig* > 0.05, the data is normally distributed (Siregar, 2014). Therefore, the results of the data normality test show that the significance result of *Asymp.Sig. (2-tailed)* is $0.200 > 0.05$, meaning that the research data is normally distributed. Then the data linearity test is also done with the help of the IBM SPSS *Version 23* programme with the *test for linearity* method. The significance value that can indicate a variable is said to be linear if it is > from 0.05 (Abdullah, 2015). After being tested, the results show that the significance value of *deviation from linearity* is $0.936 > 0.05$, which means that there is a linear relationship between career anxiety and psychological well-being.

Furthermore, the results of correlational analysis, obtained a significance value of $0.424 > 0.05$. These results indicate that there is no significant relationship between career anxiety and psychological well-being in final year students. Meanwhile, the correlation value is -0.152 which means that the relationship between the two variables is very low, in other words, career anxiety is not significantly related to the psychological well-being of final year students at Universitas Annuqayah. While the results of simple linear regression analysis, obtained a significance value of $0.424 > 0.05$, which means there is no effect of career anxiety on psychological well-being in final year students. While the regression coefficient of the *career anxiety* variable is -0.282 (negative). This shows that if *career anxiety* increases by 34.7%, the value of *psychological well-being* will decrease by -0.282. So, it can be said that the alternative hypothesis (H1) is rejected, and the null hypothesis (H0) is accepted. In other words there is no effect of career anxiety on psychological well-being or the direction of influence of variable X (career anxiety) on variable Y (psychological well-being) is negative but not significant.

One factor that causes the value to be insignificant is the above-average condition of the subject's psychological well-being, this is because demographically the subject is in a good environment. Where most of the subjects taken were in the countryside, with the beauty of nature and the environment. Exposure to nature has been associated with reduced stress levels, improved mood, and improved cognitive function (Leuwol, 2023). Meanwhile, the results of Olasupo, Idemudia, and Dimatkakso's research show that psychological well-being is related to students' mental health. Students who have high psychological well-being tend to be less prone to depression, anxiety, and social dysfunction (Olasupo et al., 2018). In the sense that students with good psychological well-being are not easily influenced by various *negative feelings* including career or future anxiety. According to the results of the researcher's interview with one of the research subjects regarding what things can significantly affect the psychological well-being of final students are from the environment, happiness, and gratitude.

Based on the results of this study, the effect of career anxiety on psychological well-being in final year students at Universitas Annuqayah is negative but insignificant, both referring to the results of correlation analysis which shows that the relationship between career anxiety and psychological well-being of students is in a very low category of -0.152, as well as the results of regression analysis which also shows that there is no effect of career anxiety on psychological well-being in final year students, with a very small percentage of influence which is only 2.3%, the rest is influenced by other variables. So that this research becomes a new finding that not always the condition of psychological well-being of final students can be influenced by career anxiety (future).

The results of this study are different from the results of a study entitled "The Relationship between Career Anxiety and Psychological Well-Being of Final Year Students" in 2023, according to the results of this study indicate that there is a relationship between career anxiety and psychological well-being in final year students. The relationship between the two variables has a significant negative direction with strength from the moderately strong to strong range. In addition, research on the relationship between anxiety and psychological well-being found that there is a negative relationship between anxiety and psychological well-being, which in this case is known that the anxiety variable only contributes 17% to psychological well-being. Which 83% is influenced by other variables (Purwaningsih et al., 2023).

As the results of interviews conducted by researchers to one of the subjects regarding what factors can affect the quality of psychological well-being of final students is due to social support both from peers, family, and others. From their statements, social support greatly affects psychological well-being and can even make improvements to the quality of psychological well-being of final students. This is in accordance with the research of Azka Khoirunnisa and Dewi Rosiana that social support has a positive influence on the psychological well-being of final year students (Khoirunnisa & Rosiana, 2023). The contribution value of social support to the *psychological well-being* of students who are preparing a thesis is 30.7%. Social support is meaningful for final year students, because it will bring up feelings of being cared for, feelings of love and affection, and the belief that they have access to help, to minimise feelings of anxiety and worry.

In addition, what can affect the psychological well-being of final students according to the subject is gratitude. This is in line with research conducted by Fatmala and Citra Ayu with the title "The Effect of Gratitude on Psychological Well-Being in Undergraduate Students" which shows the results that gratitude has a positive and significant effect on psychological well-being in students. The contribution of the influence of the gratitude variable on the psychological well-being variable is 26.7% while the remaining 73.3% is influenced by other factors. Gratitude is one aspect of

well-being in Indonesian society, where gratitude refers to a positive emotional reaction to help from others, help for oneself or for what one has achieved (Manita et al., 2019). Gratitude contributes to a sense of fulfilment and is a key foundation of happiness.

Furthermore, there are studies that show that career anxiety has no significant effect on psychological well-being. For example, a study by Anne Pignault *et.al* highlighted the relationship between various psychological variables and career decision-making difficulties. This study found that factors such as high *self-esteem* and self-efficacy can reduce difficulties in career decision making without directly affecting psychological well-being negatively (Pignault et al., 2023). For this reason, based on the results of the analysis in this study, career anxiety has a small value to influence the psychological well-being of final year students at Universitas Annuqayah. It is considered that there are other factors that can affect the condition and quality of a person's psychological well-being.

Conclusion

Based on the results of the research conducted, it can be concluded that there is no effect of career anxiety on the psychological well-being of final year students at Universitas Annuqayah. The contribution of the influence of career anxiety on psychological well-being is very small, only 2.3%, the rest is influenced by other variables. So that the direction of the influence of variable X (career anxiety) on variable Y (psychological well-being) is negative and insignificant. This indicates that the high and low levels of psychological well-being of final year students at Universitas Annuqayah are not influenced by career anxiety.

The implication of the results of this study is that the higher and better the quality of one's psychological well-being, the more difficult it is to be affected by anxiety, stress, and depression. This means that good psychological well-being can help final year students to function effectively. Vice versa, if psychological well-being is low, then students are less able to function effectively. A good *psychological well-being* condition is very important for final year students to be able to regulate their thoughts and behaviour to be more adaptive and positive so that they can perform their developmental tasks well even though they are faced with threatening situations. Furthermore, in this study there are shortcomings in determining the subject and the influence variable (X). Therefore, it is hoped that this research can be used for supporting data for further research and research development that raises similar themes by taking other influencing factors.

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