



Level of Anxiety over Future Employment for Final Year Students: A Literature Review

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Abstract

Factors that contribute to the prevalence of college students' anxiety vary, so this study examines and analyzes these factors in college students. The purpose of this study is to determine the factors that contribute to the prevalence of college students' anxiety in general. This research uses a qualitative descriptive literature research methodology, empirical data on which this literature review is based is typically from 2020 to 2024. A systematic review based on PRISMA. Result of this research is students at the final level begin to feel anxiety as a result of anxiety about their future orientation. Excessive fear and concern about future outcomes can inhibit students' desire to participate in their career development, which will worsen their beliefs about the career decision-making process and its potential outcomes. So in this case it is very necessary to have an orientation towards the future, have career maturity and support from parents and teachers has an important role to reduce the level of anxiety felt.

Keywords: Anxiety, college student, Anxiety Factors, Future Orientation, Career.

Introduction

In general, final year students have anxiety about their future. One of the main sources of anxiety for them is when they are about to make a major life transition such as when graduating from college, what will their future be like. Final year students feel worried and anxious about the world of work because of the increasing demands of the times, family demands that are imposed, the responsibility to have a job, and the lack of job opportunities in Indonesia (Susilarini, 2022). In fact, BPS data revealed that the open unemployment rate (TPT) as of February 2024 in urban areas was higher than in rural areas with a percentage of 5.89% and 3.37% (Jelita, 2024). The main factor for the increase in underemployment is the mismatch between a worker's skills and abilities. In addition, some university graduates feel unprepared

to enter the workforce, especially those who have just graduated (Paska Paulina Br. Manurung & Aritonang, 2023). Taking into account the tight competition in the world of work today, universities must not only ensure that they provide education that is in line with the times, but must also ensure that students and prospective students can prepare themselves well to become qualified graduates, competitive, and able to face the rapidly changing times (S.M & A.N, 2022).

This fact is one of the factors in the emergence of anxiety from final year students who will eventually seek employment, whether they are able to meet the needs of the world of work when they graduate. Anxiety is considered as “a sense of uncontrollability that focuses on the possibility of threat, danger, or potentially negative events” (Keane et al., 2021). Anxiety appears as a feeling of unease and worry when a person subjectively thinks there is danger that may befall them (Kong, 2022). However, this anxiety is normal among students, but it is necessary to know the factors that cause anxiety so that universities can prepare and provide facilities that can help students to reduce and even eliminate their anxiety so that they are better prepared to face a future full of uncertainty. (Lailatul Muarofah Hanim & Sa’adatul Ahlas, 2020), found the fact that 41% of final year students experience anxiety facing the world of work in the high category, and around 55% experience moderate anxiety. In line with (Sitompul et al., 2020) also shows that final year students experience anxiety in facing the world of work, with a moderate level of 45.31% and a high level of 18.75%. Research by (Faikh Kheni Angraeni & Qudsyi, 2024) Final year students as research subjects are included in the high category as many as 40 people (14.4%), the medium category as many as 193 people (69.4%), and the low category as many as 45 people (16.2%). The results of the above research show that students who experience workplace anxiety have feelings of insecurity and lack of confidence in their ability to face intense competition in the world of work. This happens because students do not have enough experience and believe that the theories taught in class cannot always be applied in the world of work (Paska Paulina Br. Manurung & Aritonang, 2023).

Results of the literature review (Najich et al., 2024) stated that there are personal and social factors affecting social anxiety. Personal aspects include self-efficacy, self-esteem, self-concept, gender, self-control, shyness, emotional dysregulation, psychological distress, and aggressiveness. Social aspects include social support, interaction with parents and peers, parenting style, parental attitude towards social anxiety, and parental education level. Additionally to help promote the transition to a career, final year students may be supported to recognize and develop their personal adaptability i.e., their ability to adjust to situations of stress, novelty, and change so that new situations can be recognized and managed more effectively in the future (Keane et al., 2021). (Nursalam et al., 2024) The factors that cause this anxiety stem from psychological turmoil, lack of confidence, lack of understanding of the workplace, and lack of self-awareness. Based on the above, university students are one of the groups most vulnerable to anxiety about future security. Factors that contribute to the prevalence of college students' anxiety vary, so this study examines and analyzes these factors in college students. The purpose of this study is to determine the factors that contribute to the prevalence of college students' anxiety in general.

Literature Review

Anxiety is a key factor that final year students are vulnerable to (Putwain et al., 2015). Anxiety is an unpleasant and painful feeling. Anxiety can disrupt a person's personal balance, such as feeling tense, restless, anxious, fearful, nervous, and sweaty (Aninda Cahya Savitri & Luh Indah Desira Swandi, 2023). Anxiety levels can vary. Anxiety is divided into mild, moderate and severe levels. Severe levels can cause panic, which sometimes hinders work (Aninda Cahya Savitri & Luh Indah Desira Swandi, 2023). In certain situations and conditions that make a person uncomfortable, anxiety can arise unconsciously and can be caused by something specific (Berutu & Mutiawati, 2023). At a moderate level of anxiety, a person's mind is distracted and concentrated on small things and ignores other things, so they cannot think clearly (Suratmi et al., 2017). Almost everyone has experienced anxiety in the past. Anxiety is a normal and natural response to situations that are stressful or threatening to a person. Anxiety can present singularly, in conjunction with other mental health symptoms, or at any time (Nursalam et al., 2024). Those who are unable to decide on their careers may experience anxiety, which can prevent them from making decisions and make their situation unclear. Psychological turmoil, lack of confidence, lack of understanding of the workplace and lack of self-awareness are all causes of this anxiety. As a result, anxiety is one of the biggest barriers to career advancement and making employment decisions (Tsai et al., 2017). In the process of making future career plans, students will inevitably face problems and confusion about career choices that can cause anxiety. Therefore, students must have the ability to give preference to elements that influence career choices such as finding out about the world of work according to their circumstances and abilities (Faikh Kheni Angraeni & Qudsyi, 2024).

Research Method

This research uses a qualitative descriptive literature research methodology, which uses analytical methods and provides an explanation of the methodology. The published empirical data on which this literature review is based is typically from 2020 to 2024. In this paper, the literature review method is used using a systematic review based on PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses). Basically, this systematic review is a research technique conducted by combining findings from early research articles with the aim of presenting more thorough and balanced data. Literature selection was conducted in four stages, namely:

- a. Determine inclusion criteria: The articles reviewed had to be original research that had been reviewed and published in Bahasa Indonesia and/or English, and the purpose of the data on future anxiety in final year students had to be included in the articles reviewed.
- b. Determining sources of information: The literature search was conducted using 4 (four) online databases: Scholar, Pubmed, Research gate, and Springer.
- c. Literature selection: The criteria for this literature review were used by searching for relevant keywords. The number of articles searched was limited to the last four years, from 2020 to 2024.

Data collection for this literature review was done manually by filtering the data according to the inclusion criteria and using the keywords “anxiety facing the world of work in final year students” and/or “student university carrier anxiety”. By using the Scholar, Pubmed, Research gate, and Springer databases, the article search found 12 (twelve) articles relevant to the literature review.

Result

There are 12 journal articles related to Anxiety Facing the World of Work in Final Year Students and in this study were not included in the research period covid 19 to see the equivalence of phenomena in normal circumstances and with current conditions have been identified through this literature review. Search results were compared throughout the discussion to show how they supported, contradicted or differed from other results.

Table 1. Literature Review Results

No	Author and Year	Citation	Title	Finding/Theory
1.	Ema Sitompul, Syarifah Farradinna, Tengku Nila Fadhlia (2020)	(Sitompul et al., 2020)	Family Social Support and Anxiety Facing the World of Work in University Students	FKIP UIR students who are working on a thesis predominantly show anxiety responses facing the world of work in the moderate category as much as 45.31% and the low category as much as 21.35% and there is a significant negative relationship between family social support and anxiety facing the world of work in students.
2.	Lailatul Muarofah Hanim, Sa'adatul Ahlas (2020)	(Lailatul Muarofah Hanim & Sa'adatul Ahlas, 2020)	Future Orientation and Anxiety Facing the World of Work in College Students	The results of the anxiety scale categorization show that 182 students (55%) are in the high category, 137 students are in the medium category, with a percentage of 41%, and 14 other students are in the low category, with a percentage of 4%. The results showed a significant negative correlation between anxiety and future orientation. The negative correlation means that the higher the level of future orientation, the lower the level of anxiety.

Level of Anxiety over Future Employment for Final Year Students: A Literature Review

No	Author and Year	Citation	Title	Finding/Theory
3.	Ni Luh Gede Ira Wijayanti, IGAA Noviekayati, Amherstia Pasca Rina (2022)	(Luh et al., 2022)	Anxiety facing the world of work in final year students: What is the role of future orientation?	This study shows that there is a significant negative relationship between future orientation and work anxiety in final year students. Therefore, future orientation is very important for final year students.
4.	Paska Paulina Br. Manurung, Nancy Naomi Aritonang (2023)	(Paska Paulina Br. Manurung & Aritonang, 2023)	The Relationship Between Career Maturity and Anxiety Facing the World of Work in Fresh Graduates of HKBP Nommensen University	Based on the research categories, it was found that 317 (97.5%) new graduates had anxiety about the work environment in the medium category, 5 (1.5%) new graduates had anxiety about the work environment in the high category, and 3 (0.9%) new graduates had anxiety about the work environment in the low category.
5.	Sindi Nursalam, Dede Rahmat Hidayat, Eka Wahyuni (2024)	(Nursalam et al., 2024)	Anxiety Facing the World of Work in View of Career Self-Efficacy and Adversity Quotient in Final Year Students of Unj: a literature review	The results showed that workplace anxiety, adversity intelligence, and career self-efficacy are significantly negatively correlated among final-year students in Indonesia. In addition, there is a positive correlation between final semester students' anxiety towards the world of work and their confidence in their own abilities in their careers. This suggests that the more confident a student is in their career, the more anxious they are towards the world of work.
6.	Faikh Kheni Angraeni and Hazhira Qudsyi (2024)	(Faikh Kheni Angraeni & Qudsyi, 2024)	Career Maturity and Anxiety Facing the World of Work in Final Year Students in Yogyakarta	The categorization results show that the anxiety of facing the world of work of the research subjects is included in the high category as many as 40 people (14.4%), while the subjects with the moderate category are 193 people (69.4%), and the subjects with the low

No	Author and Year	Citation	Title	Finding/Theory
				category are 45 people (16.2%). From these results it can be concluded that the subjects in this study were dominated by subjects who had a moderate level of workplace anxiety. The higher the career maturity possessed by students, the lower the level of anxiety in facing the world of work, and vice versa.
7.	Ni Kadek Wangi Wulandari, I Gusti Ayu Diah Fridari (2024)	(Wulandari & Fridari, 2024)	How to Deal with Anxiety in Final Semester Students: A Literature Review	The results of this literature review indicate that factors such as self-confidence, self-belief, self-awareness, self-regulation, self-concept, vocational maturity, career adaptability, career orientation, and social support from family, parents, and peers affect final semester students' anxiety towards the world of work. Fear of facing the world of work can have many negative effects on a person, such as decreased interest in achievement, decreased desire to develop themselves, and social dysfunction.
8.	Michelle A. Belle, Collins O. Antwi, Seth Y. Ntim, Emmanuel Affum-Osei, and Jun Ren (2021)	(Belle et al., 2022)	<i>Am I Gonna Get a Job? Graduating Students' Psychological Capital, Coping Styles, and Employment Anxiety</i>	Therefore, PsyCap will provide an effective cushion against work anxiety and significantly reduce its occurrence.
9.	Soyoung Boo, Chunlei Wang, Miyoung Kim (2021)	(Boo et al., 2021)	<i>Career adaptability, future time perspective, and career anxiety among undergraduate students: A</i>	Gender is positively and significantly associated with career anxiety ($\beta = 0.11$, $p < 0.01$), indicating that female students are more likely to experience career anxiety than male students.

Level of Anxiety over Future Employment for Final Year Students: A Literature Review

No	Author and Year	Citation	Title	Finding/Theory
			<i>cross-national comparison</i>	
10.	Consuelo Arbona, Weihua Fan, Ayoung Phang, Norma Olvera, and Marcel Dios (2021)	(Arbona et al., 2021)	<i>Intolerance of Uncertainty, Anxiety, and Career Indecision: A Mediation Model</i>	Excessive fear and worry about future outcomes can inhibit students' desire to participate in their career development, which will worsen their beliefs about the career decision-making process and its potential outcomes. There is a direct and positive relationship between uncertainty and anxiety and lack of preparedness.
11.	Viviana M. Wuthrich, Jessica Belcher, Chris Kilby, Tess Jagiello, Catherine Lowe (2021)	(Wuthrich et al., 2021)	<i>Tracking stress, depression, and anxiety across the final year of secondary school: A longitudinal study</i>	Our results show that during the final year of school, approximately 20% to 30% of students experience severe distress and symptoms of distress and anxiety increase throughout the year.
12.	Rohiyati Berutu dan Mutiawati Mutiawati (2023)	(Berutu & Mutiawati, 2023)	<i>Understanding learning anxiety and mental health of final year students: A qualitative study</i>	Feelings of discomfort, lack of confidence, fear, and worry about something bad are known as anxiety. Students often experience anxiety, especially when studying or completing difficult assignments. This is natural, but it can have an impact on students' physical and mental conditions if it is too much or not properly addressed. There are internal and external factors that cause anxiety. Internal factors include pressure from parents to achieve high grades, while external factors include problems with teachers.

The results of research on articles conducted on final year students in several majors on different campuses and different countries almost have the same level of anxiety, namely at moderate and high levels. Based on the journals that have been reviewed, students at the final

level begin to feel anxiety as a result of anxiety about their future orientation. Excessive fear and concern about future outcomes can inhibit students' desire to participate in their career development, which will worsen their beliefs about the career decision-making process and its potential outcomes. The causes of the emergence of anxiety in final year students based on the literature review such as the uncertainty of the future so that students are difficult in making decisions about their future. New graduates have a moderate level of anxiety about the work environment. The anxiety of final semester students towards the world of work and their confidence in their own abilities in their careers is also a cause of anxiety. This shows that the more confident a student is in their career, the more anxious they are about the world of work. However, this belief is related to their uncertainty about their ability to enter the world of work. The fear of facing the world of work can have many negative effects on a person, such as decreased interest in achievement, decreased desire to develop themselves, and social dysfunction. Internal factors such as pressure from parents to achieve high grades and external factors including problems with teachers are also factors that increase the anxiety level of final year students in addition to those described in other research results.

So that anxiety can be reduced by the supporting factors around students so that it can reduce the level of uncertainty about the future. One of them is if students have an orientation towards the future, have career maturity and support from parents and teachers, it is hoped that the level of student anxiety can be controlled and does not become a continuous problem so that it can increase the confidence of these students in entering the world of work with high uncertainty.

Conclusion

Based on the literature review, the results of the study indicate that there is anxiety felt by final year university students when entering the workforce. Anxiety is caused by an uncertain work environment that affects students' ability to discern the desired future orientation according to their abilities. There is a sense that his ability is low so that it does not match the needs of the world of work. So in this case it is very necessary to have an orientation towards the future, have career maturity and support from parents and teachers has an important role to reduce the level of anxiety felt.

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Level of Anxiety over Future Employment for Final Year Students: A Literature Review

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