

## Fear of Failure and Quarter-Life Crisis Among Final-Year Education Students: Evidence from Tadulako University

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### ABSTRACT

This study aims to describe the levels of fear of failure and quarter-life crisis and to determine whether there is a relationship between fear of failure and quarter-life crisis among final-year students majoring in Education at Tadulako University. The population in this study consisted of 774 final-year students majoring in Education at Tadulako University in the 2022 cohort, and the research sample comprised 89 students, as determined by the Slovin formula. Simple random sampling was used to collect the sample. Pearson's product-moment correlation was used to analyse the data in this study. The results of the analysis indicate that the fear of failure falls into the low category, with 36% (32 students), while the quarter-life crisis is categorized as high with 38% (34 students). The correlation coefficient reveals a significant positive relationship between the fear of failure behaviour and the quarter-life crisis ( $r = 0.766, p < 0.05$ ), indicating that as the fear of failure behaviour increases, the quarter-life crisis also increases, and vice versa.

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## 1. INTRODUCTION

Students, as individuals in early adulthood, face various developmental demands, including building a career, completing their education, establishing social relationships, and achieving emotional and financial independence [1]. This transition to independence often causes emotional stress, especially when reality falls short of expectations. These conditions give rise to anxiety, self-doubt, and even an identity crisis commonly referred to as a quarter-life crisis [2]. Various surveys show the high prevalence of this phenomenon; Robbins and Wilner [3] reports that 62% of young adults in the United States experience symptoms of depression and 92% feel anxious, while a LinkedIn survey [4] reveals that 75% of individuals aged 25–33 face a quarter-life crisis, with the majority feeling anxious about their careers and social comparisons. In Indonesia, a survey by GenSINDO [5] reveals that the primary sources of anxiety among individuals aged 18–25 are careers,

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relationships, and global competition. Meanwhile, a study by Mahdi [6] confirms that excessive exposure to social media exacerbates psychological pressure [7]. These findings indicate that the quarter-life crisis is a widespread psychological challenge affecting young adults across diverse cultural and socioeconomic contexts.

The quarter-life crisis phenomenon is also evident in higher education. Individuals aged 20–24 are reported to face twice the psychological pressure compared to other age groups [8], and Alvara Research Centre [9] notes that 28.3% of Generation Z in Indonesia experience high anxiety. A survey conducted by the Faculty of Medicine at Unjani, in collaboration with the West Java Social Welfare Bureau and Ruang Empati [10], found that 74% of students experience varying levels of stress. Previous research also identified that undergraduate students are among the group with high anxiety levels [11]; even Getry [12] reported that 48% of final-year students fall into the high category of quarter-life crisis, characterised by feelings of failure and confusion about life direction. These data suggest that university settings function as a critical environment where academic, social, and career-related pressures converge, increasing students' vulnerability to emotional instability. This condition indicates that the quarter-life crisis is not only a social phenomenon but also a significant psychological issue among students.

One of the main factors believed to contribute to the quarter-life crisis is the fear of failure. Research by Anwar et al. [13] explains that the fear of failure includes concerns about embarrassment, decreased self-esteem, and the fear of disappointing others. As many as 72% of students reported fear of losing social influence, while 61% felt anxious about an uncertain future. Another study, Syafina [14], found that fear of failure significantly affected students' confidence in completing their final assignments. The fear of failure, characterised by anxiety about disappointing others or losing self-esteem, can intensify the emotional instability that defines the quarter-life crisis [15]. Final-year students often exhibit this manifestation through procrastination, stress, loss of academic motivation, and physical symptoms such as sleep disturbances due to excessive pressure and worry [16]. These patterns show that fear of failure not only affects academic performance but also contributes to broader psychological distress, making it a relevant factor in understanding the emergence of quarter-life crisis symptoms among students.

Several previous studies have demonstrated a connection between a fear of failure and quarter-life crises. Research by Limbong [17] indicates that fear of failure can trigger procrastination and reduce motivation, while Afnan [18] finds that low self-efficacy exacerbates stress among individuals facing a quarter-life crisis. However, studies examining the relationship between these two variables simultaneously among final-year students in Indonesia, particularly in higher education settings such as Tadulako University, remain limited. In fact, final-year students are a vulnerable group, facing both academic pressure and uncertainty about the future, which can exacerbate these challenges. Given the limited empirical evidence in local academic settings, investigating the association between fear of failure and quarter-life crisis becomes essential to provide context-specific insights that may support targeted counselling and intervention strategies. Therefore, more in-depth research is needed to understand the relationship between the two in a local context.

## 2. METHOD

This study employed a correlational design with a quantitative approach to investigate and analyze the relationship between *fear of failure* and *quarter-life crisis* among final-year students. A quantitative approach was used to obtain objective, measurable data for statistical analysis. The population of this study comprised final-year students majoring in Education at Tadulako University, Palu City, Central Sulawesi. Simple random sampling was used because each member of the population had an equal chance of being selected as a respondent. This methodological choice ensures that the sample represents the broader population and that the findings from the analysis have a higher degree of internal validity.

The research instruments included two scales, namely the *Fear of Failure* scale adapted from the *Performance Failure Appraisal Inventory (PFAI)* by Conroy, Willow, & Metzler (2002) with 25 items ( $\alpha$  Cronbach = 0.87), and the *Quarter-Life Crisis* scale adapted from Robinson (2016) and modified by Rahayu (2020) with 28 items (Cronbach's  $\alpha = 0.89$ ). Both scales employ a five-point Likert model, ranging from "strongly disagree" (1) to "strongly agree" (5). The high Cronbach's alpha values for both instruments indicate strong internal consistency, thereby ensuring that the measurements used in this study are reliable for assessing students' psychological conditions.

The research procedure was conducted with due regard for research ethics, including providing participants with an informed consent form, maintaining respondent anonymity, and ensuring the confidentiality of the data collected. These ethical considerations were implemented to protect participants' rights, minimise potential psychological risks, and uphold academic integrity throughout the research process.

Data analysis was conducted in three stages, namely: (1) descriptive statistics to describe the level of each variable, (2) normality and linearity tests to ensure that the data met the assumptions of the analysis, and (3) hypothesis testing using Pearson Product Moment correlation with a significance level of  $\alpha = 0.05$  to determine the direction and strength of the relationship between *fear of failure* and *quarter-life crisis*. This multi-step analysis framework ensures that the statistical tests applied are appropriate and that the resulting conclusions are based on robust and validated analytical procedures.



Figure 1. Research Design

## 3. RESULTS AND DISCUSSION

### 3.1. Results

#### a. Descriptive Analysis

##### 1) Descriptive Statistical Results

Table 1 shows that the minimum value of the fear of failure variable is 25, the maximum is 91, the mean is 63.382, and the standard deviation is 11.400. Meanwhile, the minimum value of the quarter-life crisis variable is 24, the maximum value is 108, the mean is 78.977, and the standard deviation is 15.312. These descriptive statistics illustrate considerable variability in both psychological

constructs, indicating that students experience different levels of fear of failure and quarter-life crisis across a broad spectrum.

<sup>28</sup> Table 1. Descriptive Statistics Results

Variable	N	Minimum	Maximum	Mean	Standard Deviation
Fear of failure	89	25	91	63,38	11,400
Quarter-life crisis	89	24	108	78,97	15,312

## 2) Descriptive Analysis of Fear of Failure

According to Table 2, of 89 students, 2 (2%) are classified as having a very high level of Fear of Failure behaviour. Furthermore, 26 students were classified as having a high level of Fear of Failure behaviour (29%). Additionally, 32 students (36%) were classified as having a moderate level of Fear of Failure behaviour, and 29 (33%) were classified as having a very low level. This distribution indicates that although some students experience high fear of failure, the majority fall into the moderate-to-low categories, suggesting heterogeneous emotional responses among final-year students.

Table 2. Percentage of Fear of Failure Behaviour Categories

Group	Frequency	Percentage (%)
Very high	2	2
High	34	38
Low	33	37
Very low	20	22
Total	89	100

## 3) Descriptive Analysis of Quarter-Life Crisis

According to Table 3, 2 of 89 students were classified as having a Quarter Life Crisis, with a very high level of behaviour at 2%. Furthermore, 34 students were classified as having a high level of Quarter Life Crisis behaviour, representing 38%. Additionally, it was found that 33 students were classified as having a moderate level of Quarter Life Crisis behaviour (37%), and 20 students were classified as having a very low level (22%). These findings suggest that the quarter-life crisis is more prevalent among students than the fear of failure, as indicated by the higher proportion of individuals in the high and moderate categories.

Table 3. Percentage of Quarter-Life Crisis Categories

Group	Frequency	Percentage (%)
Very high	2	2
High	26	29
Low	32	36
Very low	29	33
Number	89	100

**b. Prerequisite Test**

**1) Normality Test**

Table 4. Normality Test Results

One-Sample Kolmogorov-Smirnov Test			Unstandardised Residual
N			89
Normal Parameters <sup>a, b</sup>	Mean		0.00000
	Standard Deviation		0.13832066
Most Extreme Differences	Absolute		0.151
	Positive		0.068
	Negative		-0.151
Test Statistic			0.151
Asymp. Sig. (2-tailed) <sup>c</sup>			0.072
Monte Carlo Sig. (two-tailed) <sup>d</sup>	Sig.		0.070
	99% Confidence Interval	Lower Bound	0.000
		Upper Bound	0.000

The Kolmogorov-Smirnov normality test indicates that the significance value for the fear of failure and quarter-life crisis variables is 0.072, which is greater than 0.05. Based on these results, both variables are normally distributed; therefore, the next step is to perform a parametric test, specifically the Pearson Product-Moment Correlation Test. The normal distribution of both variables indicates that the data meet the fundamental assumption required for subsequent correlational analysis.

**2) Linearity Test**

According to Table 5, the significance value for the deviation from linearity is 0.804. This result shows that the significance value of 0.733 is greater than 0.05, so it can be assumed that there is a linear relationship between fear of failure behaviour and quarter-life crisis. According to Sugiyono (2021), the requirements for Pearson's correlation analysis are normally distributed data and a linear relationship between the two variables. Based on this statement, the Pearson Moment Correlation Test can be performed. The linearity confirmation strengthens the methodological suitability of using Pearson's correlation as the primary analytical approach in this study.

Table 5. Linearity Test Results

Variables	F	Meaning	Description
Fear of failure and quarter-life crisis and Deviation from linearity	0.804	0.733	Linear

**3) Hypothesis Testing**

The research hypothesis is considered significant if  $p(\text{sig}) < 0.05$ . According to SPSS 27 for Windows calculations with a significance level of 5%, a  $p(\text{sig})$  value

of 0.000 was obtained, indicating that  $p(\text{sig}) < 0.05$  and suggesting a correlation between fear of failure and quarter-life crisis. According to Table 4.6, the Pearson correlation coefficient (rcount) between the two variables is 0.766, indicating a positive relationship between fear of failure behaviour and a quarter-life crisis. Furthermore, to determine whether the null hypothesis ( $H_0$ ) is accepted or rejected, a comparison will be made between the rcount and rtabel values.

Based on the results of the data analysis using the Pearson Product-Moment correlation test, a value of rcount of 0.766 with a significance value ( $p$ ) of 0.000 was obtained. Meanwhile, the value of rtabel at a significance level of 5% ( $\alpha = 0.05$ ) and degrees of freedom ( $df = N - 2 = 87$ ) is 0.213. Because (therhitung)  $(0.766) > \text{rtabel} (0.213)$  and  $p < 0.05$ , it can be concluded that the research hypothesis is accepted. This indicates a significant positive relationship between fear of failure and quarter-life crisis among final-year students majoring in Education at Tadulako University. This positive relationship indicates that the greater students' fear of failure, the more severe their quarter-life crisis. Conversely, the lower the fear of failure, the lower the tendency to experience a quarter-life crisis. This strong correlation highlights that the fear of failure is a powerful psychological predictor during the transition period faced by final-year students, underscoring its relevance for counseling and educational interventions.

Table 6. Hypothesis Test Results

Pearson Product-Moment Correlation Test		
Research Hypothesis	Pearson Coefficient	Meaning
Fear of Failure and Quarter-Life Crisis	.766	0

Table 7. Guidelines for Interpreting Coefficients

Interval	Level of Relationship
0.00 – 0.199	Very low
0.20 - 0.399	Low
0.40 - 0.599	Moderate
0.60 - 0.799	Strong
0.80 – 1.000	Very Strong

### 3.2. Discussion

Based on the results of the study described above, the variable 'fear of failure' had an average of 63.38, which is classified as moderate, while the variable 'quarter-life crisis' had an average of 78.97, which is classified as high. The prerequisite test results indicated that both variables were normally distributed and exhibited a linear relationship, thereby meeting the requirements for the Pearson Product-Moment correlation test. The analysis results showed a value of  $r = 0.766$  and  $p = 0.000$  ( $p < 0.05$ ), indicating a positive and significant relationship between fear of failure and quarter-life crisis among final-year students majoring in Education at Tadulako University. These findings indicate that the higher the fear of failure, the higher the level of quarter-life crisis experienced by students. This pattern demonstrates that fear of failure is not merely an academic concern but a

determinant of broader emotional instability, especially as students navigate crucial milestones such as thesis completion and future career preparation. This confirms that *the fear of failure is a significant psychological factor that contributes to increased emotional pressure during the transition to adulthood.*

*The results of this study are consistent with* Conroy's theory, *which explains that* the fear of failure arises from concerns about negative consequences, such as embarrassment, loss of self-esteem, and disappointment from others [19]. This fear can affect psychological well-being and increase vulnerability to emotional distress [20]. On the other hand, Robbins and Wilner's theory states that *a quarter-life crisis is a period of transition characterized by uncertainty and* doubt in making important career and future-related decisions [21]. These findings can also be explained through the concepts of *self-efficacy, emotional intelligence, and perfectionism* as psychological mediators. Research by Ulumiyah [22] found a *negative relationship between self-efficacy and the fear of failure*, with individuals having low self-efficacy reporting a greater fear of failure.

Furthermore, research by Afnan et al. [18] shows that high self-efficacy helps individuals reduce stress when facing a quarter-life crisis, while Fatchurrahmi [23] finds that good emotional intelligence enables students to adapt and manage their emotions more effectively. Additionally, Al Farisi et al. [25] *found a positive relationship between* fear of failure *and* perfectionism, suggesting that maladaptive perfectionism can reinforce fear of failure and increase psychological pressure on students. Taken together, these theoretical and empirical insights indicate that the relationship between fear of failure and quarter-life crisis is multifaceted and strongly influenced by internal psychological resources.

*The findings of this study are consistent with* previous studies, both domestic and international. Research by Sandaputri and Mariyati [24] shows that *social support is significantly associated with quarter-life crises, with* individuals who receive emotional support better able to cope with future uncertainty. These results also align with global research by Robinson (2016), which suggests that students in early adulthood are prone to existential crises due to career, social, and academic pressures [25]. The consistency of the results between this study and previous studies *reinforces the assumption that fear of failure is a significant predictor of the emergence of a quarter-life crisis, and that variables such as self-efficacy, emotional intelligence, and* perfectionism play a crucial role in explaining the dynamics of the relationship between the two. The converging evidence further strengthens the argument that university students, especially those nearing graduation, constitute a population at heightened psychological risk due to cumulative expectations from both academic and social environments.

*The results of this study have practical implications for* the field of Educational Guidance and Counselling. Counsellors in higher education are expected to design interventions that target maladaptive perfectionism and cognitive distortions related to academic performance, and to help students build self-efficacy and develop healthy emotional regulation to cope with the transition to young adulthood. Group counselling and individual counselling services can focus on strengthening self-confidence, managing stress, and reevaluating cognitive perceptions of failure. These interventions are essential,

as they can serve as preventive strategies that reduce the psychological burden experienced by students preparing to enter the workforce or pursue further studies.

However, this study has several limitations that need to be considered. First, the relatively small sample size ( $n = 89$ ) may limit the generalisation of the research results. Second, this study was conducted at only one institution, namely the Education Department of Tadulako University, so it does not represent the student population from other disciplines. Third, this study did not include important moderating variables such as social support and academic stress, which could influence the relationship between *fear of failure* and *quarter-life crisis*. Therefore, further research is recommended using a mixed-methods approach that involves a broader range of respondents and incorporates these moderating factors to provide a more in-depth and comprehensive understanding of the psychological dynamics students face during a quarter-life crisis. Future researchers are encouraged to examine longitudinal patterns to identify how fear of failure evolves and to determine whether specific interventions can reduce the severity of quarter-life crisis symptoms.

#### 4. CONCLUSION

This study concludes that fear of failure is significantly correlated with quarter-life crises among final-year Education students at Tadulako University ( $r = 0.766$ ,  $p < 0.05$ ). Students with higher levels of fear of failure are more likely to experience intense emotional distress, self-doubt, and uncertainty about the future. These findings underscore the need for early identification and intervention to manage psychological stress during the transition to adulthood. Educational institutions should incorporate group counseling, mindfulness training, and self-efficacy development programs to reduce the impact of the fear of failure on student well-being. Future research should investigate longitudinal relationships and explore mediating factors, such as resilience and emotional intelligence, to deepen the understanding of this phenomenon.

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