

## FEAR OF FAILURE, PERCEIVED STRESS AND ACADEMIC ACHIEVEMENT IN UNDERGRADUATE STUDENTS

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### Abstract

*The purpose of this study remained to observe fear of failure, perceived stress and academic achievement of undergraduate students. It is theorized that around is likely Predict to negative relationship between fair of failure and perceived stress. In the present research correlational research design was used, a sample size comprised of 140 (Male=69, Female=71) undergraduate students was achieved with age range of 18-21 years old. Purposive sampling technique was used. Assessments including Fear of failure, Perceived stress scale (Sheldon Cohen, 1988) and Academic achievement scale (Rapport, 1991) was used. Analyze data are Descriptive statistics, Pearson product, regression analysis and Independent sample t-test was used to measure the connection and significance difference of the study variable. Cronbach value for academic achievement was.72 which indicated good internal consistency. Result of the analysis revealed non-significant mean differences, the finding revealed that academic achievement has highly significant negative relationship with perceived stress. The finding revealed that fear of failure and perceived stress negatively predicted academic achievement with R' value of .41% variance with  $F(2, 135) = 1.542, P < .001$ . We advise that, in order to benefit exposed undergraduates overwhelmed these doubts, employing an idea of involvement might be Creative.*

**Key words:** Fear, failure, perceived stress, academic achievement, undergraduate students.

### Introduction

Fear of failure, according to Atkinson & Feather, 1966 (Conroy et al, 2003). Is the avoidant motive, which is a propensity to avoid short-term risks associated with cognitive and emotional stimuli and to feel anxious, embarrassed, or humiliated when one fails in accomplishment circumstances? Someone may become anxious when they are unable to achieve their own goals. Depending on the particulars of the success setting, a person's level of fear of failure changes.

(Victoria Dev 2016). In order to ensure that children can function at a suitable learning level, schools should provide them with academic and life skills training, giving to preceding study on inclusive undergraduate growth (Wood & Olivier, 2004). As a result, many studies have been conducted to find more effective approaches to improve academic standards. One of the findings is that college students who practice good self-management learn better and do better academically (Sikhwari, 2014). (Kadiyono & Hafiar, 2017). Those with good management skills distinguish where to set areas, how to deal with difficulties, how to think positively when faced with educational challenges, how to use resources, and how to control their environment in order to achieve their goals. They may also think about the reasons behind their failures and set goals for their own future development.

The subject of why students engage in such detrimental activity has been brought up by the expense and high frequency of academic procrastination. Individual of the highest reasons of stalling has long been identified in the works as fear of failure (Haghbin et al, 2012). The idea of fear of failure has an impact on pupils' success and academic achievement. This idea includes avoidance behaviors related to achievement. In particular, fear of failure can be perceived as a propensity to escape failing in circumstances when the likelihood of achievement is little and the likelihood of suffering harm from disappointment is extraordinary (Elliot & Thrash, 2004).

While fear of failure and escaping of disappointment are carefully associated, they are founded on diverse behavior concepts, conferring to (Martin and Marsh, 2003). Who take a dissimilar scientific stance? Affording to them, avoiding disappointment is a behavioral concept, while fear of failure is a cognitive one. However, these two conceptual frameworks can also be viewed as complementing procedures. A cognitive construct known as fear of failure can encourage subsequent avoidance behavior in an effort to shield oneself from harm. It follows that students who have a strong fear of failing are probably more probable to put off their theoretical obligations. As (Berry, 1975). emphasizes, delaying behavior can act as a defensive mechanism against the dread of failure. In a similar vein, (Covington, 1993) claims that procrastination is one of the many defense mechanisms kids employ to get over their fear of failing. Students that are failure-avoidant are motivated by self-doubt and a dread of failing

Self-management as the capability to effort professionally to important areas though maintaining adaptability in the face of problems. Conferring to (Stan, 2021), self-management is a complex, all-encompassing idea that incorporates a person's unique characteristics on which it can function through a process of behavioral transformation. According to (Agolla & Ongori, 2009). Children who self-report higher levels of behavioral self-management also indicate higher levels of flexibility and academic success.

The definition of academic work is "school work, academic work" (Pandey et al, 1996). As ""Academic work" refers to the results that students achieve as a result of the accumulation of learning, whereas "school work" refers to the learning activities that are assigned by the school and are divided into phases. While achievement is the completion and accomplishment of a specific level that a student can attain after a sequence of education or training, performance is the result of a test in a subject or a course (Lamas, 2015). Different researchers have defined academic performance differently, nevertheless, because some scholars think that grades and achievement are interchangeable. (Brookhart et al, 2016).

An excessive quantity of stress can have detrimental effects on university students' academic performance as well as their psychological, emotional, or health Furthermore, stress can occur throughout a variety of times including formerly, through the evolution from student to specialized equal, and later, through the transfer to lifetime effort. Academic work, personal circumstances, the surroundings, time, and financial constraints are all sources of stress for university students. One major element that raises the risk of mental problems is exposure to stressful conditions, and for many young people, the strain of university education can be very distressing in this regard.

Finding out whether young people have mental health disorders and how they perceive and handle stress are crucial for creating effective prevention programs. Our goal in this study was to identify signs of anxiety and depression in young people aged 17 to 30 and to determine how these symptoms related to perceived stress. Academic success is a measure of a person's intellectual ability. A student's ability to meet short-term or long-term learning objectives can be determined by their academic performance or achievement. Academic achievement is measured using both continuous assessment and cumulative grade point average (CGPA) (Talib & Sansgiry, 2012).

Fear avoidance is another name for the fear of failing (Conroy et al, 2002). Is there a tendency for people to question their ability to achieve success and avoid failure? According to research on achievement motivation, these tendencies were initially discovered (Atkinson, 1987). Fear of failure can affect undergraduates' hypothetical presentation and complete healthy-life. Common consequences include a decrease in motivation, a reluctance to take risks, and an avoidance of challenging work. Students' ability to grow and learn can be further limited by their fear of failure, which can also keep them from seeking help or utilizing creative techniques. (Vaughn et al, 20230).

A person experiences perceived stress, a psychological condition or process, when they believe that their physical and mental well-being are in jeopardy. Stated differently, an individual's sense of stress is based on their perceived abilities and level of confidence in the face of environmental expectations. Stressors related to emotional and health interactions have less of an impact on students' stress levels than do educational constraints (Talebzadeh & Shahreiri, 2019).

Academic performance is believed to be equal to academic achievement, and a common measure of college students' academic success is their GPA (credit point average), which can be accurately calculated from each course's grades. "Academic" describes the results of research. Consider the outcomes of tests. The term "achievement" is used as a noun to describe the outcomes of a career. Academic attainment and academic performance are similar, examined the personality traits and academic achievement of secondary school pupils. (Zhao & Guo, 2012)

Used the final and midterm results from language, math, and foreign language classes to assess students' academic achievement. Preschool education can promote educational equity and improve pupils' future academic achievement, according to an empirical study by (Tang, 2016). Understanding of mathematics).

According to an analysis of the relevant literature, researchers' investigations into the elements affecting academic achievement can be broadly divided into two categories: individual student characteristics and external environmental factors. According to research on students' personal characteristics, such as those conducted by (Wang, 2000). Students' internal motivation has a major impact on their academic achievement. According to the self-efficacy (Zeng 2009). Looked into how students' academic performance was affected by their level of self-efficacy. There have been some studies that look into how personality affects students' academic performance (Li, 2010). Found that the following factors significantly improve academic achievement: pupils' gender, creative characteristics, and intrinsic drive.

### **Rationale**

The determination of the current education was to investigate how undergraduate students' academic performance is influenced by their perceived stress and fear of failing. High academic demands, familial expectations, and competitive pressures are common among university students. These factors can raise stress levels and exacerbate failure-related anxiety, which in turn can have an impact on academic performance. Few studies have examined the combined predictive influence of perceived stress and fear of failure on academic performance, especially when taking gender and family structure into account. This is despite the fact that prior research has examined stress and achievement independently. By examining the connections between these factors and determining how they affect academic accomplishment, this education seeks to near this hole and may aid in the creation of educational and psychological treatments that will enhance students' performance and wellbeing.

### **Purposes of study**

- To observe the connection amongst family structure besides fear of failure amongst undergraduate students.
- To explore the relationship among perceived stress and academic achievement among undergraduate students.
- To define gender differences in fear of failure among undergraduate students.
- To evaluate the predictive part of fear of failure and perceived stress on academic achievement between undergraduate students.

### Hypothesis

- There will be a major confident connection amongst family structure and fear of failure among undergraduate students.
- There will be an important negative connection amongst perceived stress and academic achievement among undergraduate students.
- Male undergraduate students will report significantly higher level of fear of failure than female students.
- Fear of failure and perceived stress will significantly negatively predict academic achievement among undergraduate students.

### Research Design

It is a correlation research study. Data were collected from the undergraduate students.

### Sample

In the present research convenience sample of 300(N=300) undergraduate students from different universities was included in the study. Data were collected from both male and female.

### Measures

#### *Fear of failure Questionnaire*

This is the fear of failure that consists of 4 items. The scale measures fear of failure questionnaire. Community volunteers participate in a study that includes fear of failure Perception. Data for community sample were collected in 2006

#### *Perceived Stress Questionnaire*

The instrument, though initially established in 1983, it is used to measure unlike Conditions affect our moods and our perceived stress. Including 7 items, (1 to 5)

#### *Academic Achievement*

This scale consists of 10 items. An academic achievement questionnaire is used by Education to monitor how students perceive their own academic achievement.

### Result

The study explored the association amongst fear of failure and perceived stress among students. The results were divided into two major sections, the first section represents descriptive analysis and the second section covers inferential statistics. Descriptive analysis was presented in the form of mean, standard deviation, and alpha. The second section of this represented inferential statistics (Reliabilities of study Variables, Pearson product moment correlation coefficient, independent sample t-test and Hierarchical regression analysis) results in the form of tables.

**Table 4.1**

*Psychometric Properties of this Study Scales (N=140)*

Variables	M	SD	Range	a
Fear of failure	11.9	1.80	7-14	.71
Perceived stress	29.58	5.21	10-43	.62

Academic achievement                      23.56                      5.39                      10-36                      .72

Note: M= Mean: SD= Standard deviation: a=Alpha

Table 4.1 shows psychometric properties for the balances used in present learning. Academic achievement has the highest Cronbach's alpha reliability with a .72. Perceived stress has alpha reliability a .62. After that the fear of failure has a .71. The highest value of mean is perceived stress and stander deviation is academic achievement.

**Table 4.2**

*Correlation between genders, marital status, living area, fear of failure, perceived stress and academic achievement (140)*

Variables	Gender	MS	FS	LA	FOF	PS	AA
Gender	—						
MS	-.11	—					
FS	.15	.00	—				
LA	-.00	-.22**	.07	—			
FOF	.00	.17*	.10	-.10	—		
PS	-.11	.02	-.13	.04	-.16	—	
AA	.02	-.17*	-.32**	.06	-.07	-.11	—

Note: \*\*  $p < .01$ , \* $p < .05$ , \*\*\* $p < .0001$ . MS= marital status. FS=Family structure, LA= living area, FOF= fear of failure, PS= perceived stress, AA= academic achievement.

The Pearson creation instant relationship examination existed used to find out the relationship between study variables. The result of the analysis revealed that there were significant negative relationship between marital statuses with living area. The result of the analysis revealed that there were highly significant positive association between family structure with fear of failure, whereas highly significant negative relationship with perceived stress. The group has a significant positive relationship with perceived stress. Result of the analysis revealed that the academic achievement has highly significant negative relationship with perceived stress.

**Table 4.3**

*Mean comparison of male and female on Fear of failure, Perceived stress, Academic achievement. (140)*

Variables	Male		Female		t(138)	P	Cohen's d
	M	SD	M	SD			

FOF	.94	.79	.97	.82	-.09	.78	.03
PS	.18	.40	.97	.90	.38	.02	.13
AA	.45	.13	.67	.68	-.24	.39	.44

FOF= Fear of failure, PS=Perceived stress, AA=Academic achievement.

Table 4.3 revealed significant mean difference on fear of failure with  $t = 09$ .  $p > .78$ . Finding showed that fear of failure and perceived stress higher score between academic achievement and perceived stress higher stander deviation between fear of failure and academic achievement ( $M=.97$ ,  $SD=.90$ ) compared to the student from fear of failure ( $M=.94$ ,  $SD=.90$ ). The value of Cohen's  $d$  was  $.044$  ( $<0.50$ ) which indicated small effect size. Finding revealed non-significant mean difference on perceived stress and academic achievement with  $38$  and  $24$ ,  $p < .13$ . The value of Cohen's  $d$  was  $.03$  ( $<0.50$ ) which indicated small effect size.

**Table 4.4**

*Hierarchical Regression analysis of academic achievement. (140)*

Variable	B	95%CI		SE B	$\beta$	$R^2$	$\Delta R^2$
		LL	UL				
<b>Step 1</b>							
Constant	26.28***	20.16	32.39	3.09		.00	
Fear of failure	-.23	-.73	.27	.25		-.07**	
<b>Step 2</b>							
Constant	31.01**	22.31	39.72	4.3		.41	
Fear of failure	-.29	-.80	.21	.25		-.98**	
Perceived stress	-.13***	.13	.04	.08		-.13**	

Notes\*\*\* $p < 001$  CI=confidence Interval, LL=lower limit, Ul=upper limit.

Notes\*\*\* $p < 001$  CI=confidence Interval, LL=lower limit, Ul=upper limit.

Table 4.4 show the impact of fear of failure and perceived stress on academic achievement in undergraduate students. In step 1, value of  $00$  revealed that the fear of failure explained  $00\%$  variance in the academic achievement with  $F(1,136)=.806$ ,  $p < 0.371$ . The findings revealed that fear of failure negatively predicted academic achievement (beta  $-0.07$ ,  $p < 0.001$  deg) In step 2, the value of  $R^2=.41$  revealed that the fear of failure and perceived stress explained  $41\%$  variance in the academic achievement with  $F(2, 135) = 1.542$ ,  $P < .001$ . The finding revealed that fear of failure ( $f = .98$ ,  $p < 1$ ) and perceived stress negatively predicted academic achievement (beta  $= 0.13$ ,  $P < 0.001$ ) the value of  $\Delta R^2$  revealed  $41\%$  chance in the variance of model 1 and model 2 with  $\Delta F(1, 0.135) = 2.271$ ,  $p < 0.001$ .

### Findings

This research is used for the betterment academic achievement in students in the future. In the future, this research is used for study to investigate the role of fear and stress and how they influence on academic achievement. In the future, we physically collect the data that the results become more accurate.

### Limitation

Concerns about the validity and reliability of the tools used to gauge academic accomplishment, perceived stress, and fear of failure may restrict how far the study's conclusions may be applied. Moreover, the sample was designated from a limited age variety of students, which restricts the data's generalizability. Technology-dependent data collection methods might have also affected participation rates, especially in places with poor internet connectivity, which could have had an impact on sample demonstration. Moreover, participant contribution and data correctness may have been vulnerable through tests in accomplishment out to individuals directly for tests, surveys, or interviews. When understanding the results, these methodological limitations would be occupied into interpretation.

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