

Anxiety Level of Final Year Students in the Preparation of Scientific Papers at the Faculty of Nursing UNTL, in 2024

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Abstract

Introduction: Anxiety is a subjective state of human feeling and also is a reaction that occurs during an unknown. Based on data American College Health Association (2023) reported that anxiety and depression are common mental health problems for students with 36 % anxiety and 28 % to depression. **Objective:** The purpose of the research is to identify the student's anxiety level about elaboration of final course work for the student 5th year at the School of Nursing of the Faculty of Medicine and Health Sciences of the National University Timor-Lorosa'e in the year 2024. **Method:** Research type is a descriptive quantitative method with a cross-sectional approach and technical probability sampling with Simple Random Sampling type. **Result and Discussion:** Research result indicated that majority the elaboration of final course work for the student mostly with poor elaboration category 29 (44%) and anxiety level mostly with severe category 25 (38%). The population for this research is 5th year students at the Higher School of Nursing of the Faculty of Medicine and Health Sciences of the National University Timor-Lorosa'e and the sample for this research is a total of 66 students. Data analysis used SPSS program to analyze the elaboration of final course work and the level of anxiety. **Conclusion:** The elaboration of final course work for student is in poor elaboration and the anxiety is in the severe level.

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Introduction

The final course work is the last academic requirement that university students must complete before obtaining a degree. The process begins with submitting three research proposal titles to the School of Nursing, which are then forwarded to the faculty's Pedagogical and Scientific Council (CPC) for approval. Afterward, students proceed with proposal writing, conducting research, processing data, writing the thesis, revising, and submitting the final manuscript. Although students generally complete this process without major obstacles, many perceive the elaboration of the final course work as the most challenging academic task (Fachrozic, Sofia, & Ramadhani, 2021); (Sitorus & Simbolon, 2023). Consequently, students often postpone their thesis work, and some even fail to finalize it. Parental pressure to finish quickly, combined with the time-consuming nature of thesis writing, may add further burden on students (Sugiharno, Susanto, & Wospakrik, 2022); (Bhertayana & Prajayanti, 2024).

These challenges make the elaboration of the final course work a potential stressor and source of anxiety. Internal factors such as low motivation and limited capacity to search for relevant literature, as well as external factors including environmental influences, faculty management systems, prolonged completion time, high financial costs, and additional activities, can lead to psychological disturbances such as stress and anxiety (Zaiha, 2025); (Ulum, 2023); (Djoar & Anggarani, 2024). According to the Academic Regulations of the National University of East Timor (UNTL, 2015), the final course work is a scientific requirement for obtaining a degree and an integral component of the curriculum. Anxiety may arise when individuals face life changes that require adaptation

Among students completing their final course work, anxiety disorders may be triggered by low confidence, difficulties in accessing literature, financial burdens—especially printing costs—and limited availability of supervising lecturers (Hamid & Martha, 2022). These conditions can lead to excessive worry, decreased motivation, and delays in completing the thesis (Marbun, Siagian, & Sinaga, 2023). Such anxiety disorders negatively affect concentration, problem-solving ability, and overall performance during the elaboration process, which in turn may result in poor-quality work and delayed graduation (SARI, 2022); (Nuraini, 2024); (Putri & Sulistyowati, 2024)

National data support the high prevalence of student mental health issues. The American College Health Association (2023) reported that 36% of students experience anxiety and 28% experience depression. Similarly, Susilo (2021) found that in the Physical Education Study Program at Universitas Negeri Padang, 60.4% of students exhibited severe anxiety, 5.7% moderate anxiety, and 33.9% mild anxiety during monograph elaboration. In Timor-Leste, the Ministry of Health (2020) documented 2,015 patients undergoing regular treatment for mental disorders, including anxiety.

Preliminary data collected by the researcher from 5th-year nursing students showed that 15% reported feeling fear and worry related to financial burden, personal needs, and academic requirements, while only 5% felt unconcerned, considering thesis elaboration as a mandatory academic process. Therefore, to improve the elaboration of final course work in relation to anxiety levels, it is essential to strengthen students' motivation, enhance their academic capacity, and improve the monograph management and orientation systems to prevent negative impacts on the elaboration process.

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Methods

The research design used by the researcher in this research is a quantitative descriptive method with a cross-sectional approach because this research aims to know in depth the research variables to collect data at a certain time, not with the aim of knowing about the value relationship between variables (Arikuntu, 2006).

This research was conducted at the School of Nursing, Faculty of Medicine and Health Sciences, UNTL, Díli in 2024 during five days from Monday, July 15 to July 19, 2024. The population in this research is 5th year students in the School of Nursing of the Faculty of Medicine and Health Sciences of the National University of East Timor in 2024 with a total of 193 people and based on the Slovin formula of 10% shows that the total sample for the research amounted to 66 samples. The researcher took the sample using probability sampling technique with the approach of Simple Random Sampling with the reason does not look at the population strata and give equal opportunity to become a respondent.

The independent variable for this research is the elaboration of final course work and the dependent variable is Anxiety level. The instrument used by the researcher is a questionnaire with closed questions with positive and negative question types with a total of 34, 20 questions for independent variables and 14 questions for dependent variables. This research analyzed the data using Statistical for the Program Social Sciences (SPSS) and used the frequency distribution formula.

Result and Discussion

1. Results

Respondent Characteristics

Table 1

Frequency distribution of respondent characteristics based on gender, and age

Distribution		Frequency	Percentage
Gender			
1	Female	40	61%
2	Male	26	39%
Total		66	100%
Age			
1	20-22	1	2%
2	23-25	46	70%
3	26-28	16	24%
4	29-31	3	5%
Total		66	100%

Based on table 1 above, the distribution of respondent characteristics shows that students with a total of 66, regarding sex majority female with frequency 40 (61%) and age majority with group 23-25 with frequency 46 (70%).

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Univariate analysis

Table 2

Frequency distribution based on variables of the elaboration of final course work and anxiety level for 5th year students

Variable	Frequency	Percentage
Elaboration of final course work		
1 Good elaboration	9	14 %
2 Poor elaboration	29	44%
3 Bad elaboration	28	42%
Total	66	100%
Anxiety Level		
1 No anxiety	3	5%
2 Mild anxiety	6	9%
3 Moderate anxiety	10	15%
4 Severe anxiety	25	38%
5 Panic anxiety	22	33%
Total	100	100%

Based on table 2 above, the results show that from the total sample of 66, regarding the variable of elaboration of final course work mostly with the category of poor elaboration with a frequency of 29 (44%) and the level of anxiety of students mostly in the category of severe anxiety with a total of 25 (38%).

Research data description

In this part will be described the data of each variable that the data has been treated with the SPSS version 23. From the results of the research taken from 66 respondents can be seen in the table below :

Table 3
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Elaboration of final course work	66	31	79	51.67	13.484
Anxiety level	66	13	50	34.42	9.714
Valid N (listwise)	66				

Based on the results of the descriptive test showed that the total number of respondents amounted to 66 who showed the maximum value of the variable Elaboration of final course work is 79, the minimum value 31, mean value 51.67 and standard deviation 13.484 and the maximum value of the variable anxiety level is, a minimum value of 13, a mean value of 34.42 and a standard deviation 9.714.

2. Discussion

Research results from 66 respondents from 5th year students of the Higher School of Nursing's elaboration of final course work majority falls into the category of poor amounting to 29 (44%), and the minority in the category of good with a frequency of 9 (14%). The descriptive test showed that the maximum value of the elaboration of the end of the course work is 79, the minimum value is 31, the mean value is 51.67 and the standard deviation is 13.484. While according to the results of research by Julita Fernandes (2020) on the relationship between stress levels and rest pattern disorder on

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writing scientific final work in the School of Nursing with 69 respondents showed that most students' writing scientific final work in the category of 31 (44.9%) and a minority wrote a scientific final work there were 18 less categories (26.1%) and the mean value was 67.88%.

Therefore, the researcher concluded that the results of the first and current research are different, with the reason that the results of the current research during the process of elaboration become a problem for students to stop their other activities and late to graduate, because students lack intellectual capacity such as difficulty in defining research methods, analyzing research data and difficulty in finding relevant references and lack of motivation. The researcher also identified that students often face financial problems during the process of elaboration of final course work, difficult to manage time and spend a lot of energy, including the process of end-of-course work orientation.

Regarding the level of anxiety, the research results showed that 66 respondents from 5th year students of the Higher School of Nursing's level of anxiety regarding the elaboration of end-of-course work, the majority affected severe anxiety amounting to 42 (64%) and the minority in the category of no anxiety at all 3 (5%). The descriptive test showed that the maximum value of anxiety level was 50, the minimum value was 31, the mean value was 34.42 and the standard deviation was 9.714. According to the results of research by Julita Fernandes (2020) on the relationship between stress levels and rest pattern disorder on writing scientific final work in the School of Nursing with 69 respondents showed that most students affected mild stress amounting to 35 (50.7 %) and minority stress 9 (13%).

Hypothesis testing analysis showed that stress level has a significant relationship with scientific final work with a low Pearson Correlation Coefficient with a value of $r = 0.379^{**}$ and significance probability value <0.05 with a value of 0.001 means that there is a significant relationship between variables stress level with final course work. The researcher made a comparison that there is a difference to the results of the current research because students who elaborate the final of course work face various challenges thus causing serious anxiety to students because of student capacity that will be less and external factors such as difficult to meet the supervising lecturer and financial cost that often students need to spend a lot of money to print.

Conclusions

The majority of 5th-year nursing students experienced poor elaboration of their final course work and a high level of anxiety, particularly severe anxiety, during the thesis preparation process. The difficulties faced by students—such as limited intellectual capacity in research methods and data analysis, lack of motivation, financial burdens, time-management problems, and limited access to supervising lecturers—contributed significantly to poor thesis performance and heightened anxiety. Comparison with previous studies shows differing outcomes, indicating that current students encounter more complex internal and external challenges that interfere with their ability to complete the final course work effectively. Overall, the findings highlight that both academic and psychological factors play a crucial role in influencing students' thesis elaboration and underline the need for improved academic support, guidance, and resource management to reduce anxiety and enhance the quality of final course work preparation.

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