Jewel Journal of Librarianship
ISSN: 2141-3908 (Print); ISSN: 2736-0881 (Online)
https://www.jeweljournals.com/
Volume 20, Issue 2, 2025

Prevalence and Dimension of Thesis Writing Anxiety among Doctoral Students in Library and Information Science in South-West Nigeria

Yemisi T. BABALOLA
Department of Information Resources Management, Babcock University, Nigeria,
e-mail: babalolay@babcock.edu.ng

Olayinka BURAIMO
Department of Library and Information Science, Olabisi Onabanjo University, Ago-Iwoye, Nigeria.
e-mail: olayinka.buraimoh@oouagoiwoye.edu.ng.

Yacob HALISO
Department of Information Resources Management, Babcock University, Nigeria, e-mail: halisoy@babcock.edu.ng

Abstract
The importance of writing a thesis towards completing a Ph.D programme cannot be overstated. However, studies have shown that some PhD programme are not completed withing the stipulated timeframe, which heighten anxiety thereby leading to plagiarism and other academic misconducts. This study therefore investigated the prevalence and dimensions of thesis writing anxiety among doctoral students in Library and Information Science (LIS) across six public and private universities in South-West Nigeria. Employing a survey research design with a population of 375, the researcher employed total enumeration method, data were collected using a structured questionnaire with Cronbach's α of 0.932. Data were analysed using descriptive and inferential statistics such as simple percentage, Mean, SD, T-test and ANCOVA at 0.05 level. Study findings revealed a moderate prevalence of thesis writing anxiety (36.4%), with cognitive anxiety being the most prominent (43.2%), followed by somatic anxiety (33.5%) and avoidance behaviours (32.5%). Results of the findings also indicated that there is a significant gender differences in somatic anxiety, whereas no significant differences were reported in cognitive, avoidance, or general thesis writing anxiety. Also, institutional affiliation had a significant effect on somatic anxiety, but did not significantly influence cognitive anxiety, avoidance behaviours, or general thesis writing anxiety. The study concluded that cognitive anxiety is the dominant dimension of thesis writing anxiety among LIS doctoral students, with somatic symptoms moderately affected by gender and institutional context. This suggests that there is need for proactive measures towards alleviating thesis-related anxiety, particularly addressing cognitive and physiological stressors.

Keywords: Thesis Writing Anxiety, Cognitive Anxiety, Somatic Anxiety, Avoidance Behaviour, Doctoral Students, Library and Information Science, Nigeria.

Jewel Journal of Librarianship
ISSN: 2141-3908 (Print); ISSN: 2736-0881 (Online)
https://www.jeweljournals.com/
Volume 20, Issue 2, 2025

Introduction

Among the four core language skills including speaking, listening, reading, and writing, without any misconceptions, writing is widely acknowledged as the most demanding in academic environment and at any level, particularly at the postgraduates. For doctoral students, this challenge is intensified by thesis writing anxiety, a psychological barrier arising from the high expectations, complexity, and prolonged nature of the thesis process. Unlike other language skills, thesis writing demands precision, critical thinking, sustained planning, and advanced cognitive engagement, often without immediate feedback. The requirement to produce original, coherent, and well-structured scholarly work places additional strain on students, especially those in research-intensive disciplines (Wei & Miao, 2020; Kumi-Yeboah, 2020).

One significant turning point in a student's academic career has been identified as finishing a thesis or dissertation. However, there may be a number of challenges associated with this endeavor that could have a substantial impact on the postgraduate doctoral students ' general well-being and academic performance (Nguyen et al., 2025). Doctoral studies inherently involve rigorous academic activities, including extensive reading, continuous coursework presentations, and scholarly writing, all of which necessitate the acquisition of specialized knowledge and research skills. These demands often result in heightened stress, anxiety, and even burnout, which negatively impact both academic progress and personal well-being (Chue & Cheung, 2021; Alexander & Tureen, 2022; Beasley et al., 2023). Factors such as strict academic standards, pressure to generate novel research, balancing professional responsibilities with academic deadlines, and the uncertainty of academic milestones like examinations thesis compilation, sourcing for materials, writing the thesis coherently and logically and defending the thesis at every stages often create a high-pressure environment (Cooksey & McDonald, 2019; Fuente et al., 2022). Additionally, interpersonal dynamics between students and supervisors can either facilitate or hinder progress, depending on the quality of communication and mentorship (Nouri et al., 2019).

In Nigeria, thesis writing represents a significant stage in doctoral training, with most universities mandating not only the successful completion of the thesis but also the publication of scholarly articles in reputable journal outlets as a graduation pre-requisite. However, across higher education institutions, particularly in Nigerian universities, a growing concern is the prevalence of thesis writing anxiety, which significantly hampers doctoral students' progress (Kennedy et al., 2020; Berbar, 2023; Kawengian & Subekti, 2024). This anxiety manifests in prolonged study durations, delays in completion, and in some cases, academic misconduct such as plagiarism and other academic misconducts. Reports from South-West Nigeria reveal persistent challenges with thesis report writing, contributing to delayed Ph.D. completions and heightened student stress (Ekpoh, 2016; Nnebedum & Obuegbe, 2021; Ogunode, 2023). This phase demands that doctoral candidates link their research ideas, arguments, and findings logically and coherently, while adhering to formal academic conventions (Teng & Yue, 2023; Paradowska, 2024).

Despite supervisory guidance, many students still struggle with timely completion due to a combination of social, linguistic, and psychological factors (Wu & Buripakdi, 2022). One of

Jewel Journal of Librarianship
ISSN: 2141-3908 (Print); ISSN: 2736-0881 (Online)
https://www.jeweljournals.com/
Volume 20, Issue 2, 2025

the most critical of these psychological barriers is thesis writing anxiety. The American Psychological Association (2023) defines anxiety as an emotional state marked by tension, fear, or apprehension, which, when excessive, becomes maladaptive. This anxiety can manifest as emotional uneasiness, self-doubt, and worry, impacting both cognitive and physiological processes (Firman, 2020; Gao, 2023). Specifically, Thesis writing anxiety denotes emotional, cognitive, and behavioral barriers that hinder individuals from initiating or completing writing tasks, despite possessing the cognitive capability to do so (Göncü & Mede, 2022). According to Al-Sawalha and Chow (2012) it is regarded as feelings, beliefs, or behaviors that hinder individuals from starting, continuing, or completing their thesis writing. In academic settings, anxiety often disrupts concentration and performance (Ajmal & Ahmad, 2019; Adwas et al., 2019). It is common across educational levels, and can negatively affect writing performance and perceptions of academic tasks (Al-Shboul & Huwari, 2015; Rohmah & Muslim, 2021). Symptoms include tension, physiological discomfort, and avoidance behaviors (Huerta et al., 2017; Fathi & Khodabakhshm, 2020). Key contributing factors include fear of negative evaluation, lack of practice, limited knowledge, pressure for perfection, and low self-confidence (Wern & Rahmat, 2021).

Thesis writing anxiety may manifest as avoidance behavior, fear of negative evaluation, or persistent procrastination, and it is closely linked to reduced motivation, poor writing quality, and delayed degree completion (Jawas, 2019; Wahyuni & Umam, 2017; Holmes et al., 2018). Research has shown that students with negative attitudes toward writing tend to experience higher anxiety levels, which may be worsened by critical or unconstructive feedback (Jennifer & Ponniah, 2017; Quvanch & Na, 2022). In some cases, this anxiety deters students from engaging with peers or supervisors, potentially leading to unethical academic practices (Haranap & Sharif, 2021). Furthermore, difficulties in grammar, vocabulary use, and idea construction have been identified as contributing factors (Ferolino et al., 2023). Cheng (2004) categorizes writing anxiety into three types: *cognitive anxiety* (mental aspects such as self-doubt and performance concerns), *somatic anxiety* (physiological symptoms such as tension or insomnia), and *avoidance anxiety* (behavioral tendencies to evade writing). These types often overlap and can significantly disrupt the thesis writing process, particularly in contexts where resources are limited and academic pressures are high, as is often the case in South-West Nigeria.

Empirical studies reveal varying prevalence and dimension of thesis writing anxiety. Khairah and Fatimah (2022) examined English Language and Literature students writing thesis proposals and found cognitive anxiety to be the most common. Harahap and Syarif (2021) reported moderate anxiety, with cognitive anxiety being most prevalent, followed by behavioral avoidance and somatic anxiety, with causes including low self-confidence, negative self-perception, and limited knowledge. Kusumastuti (2019) investigated English Education students and found high levels of writing anxiety, with cognitive anxiety followed by avoidance behavior as most prevalent, and fear of negative feedback as a major contributor. Berbar (2023) reported that over 60% of EFL doctoral students exhibited high levels of thesis writing anxiety. Gao (2023) found moderate anxiety levels among Chinese college students, predominantly characterized by avoidance behavior. Kawengian and Subekti (2023) found moderate thesis writing anxiety among Indonesian pre-service English teachers. De Leon et

Jewel Journal of Librarianship
ISSN: 2141-3908 (Print); ISSN: 2736-0881 (Online)
https://www.jeweljournals.com/
Volume 20, Issue 2, 2025

al. (2023) reported high levels of writing anxiety among future teachers, with cognitive anxiety as the most common type, followed by somatic anxiety and avoidance tendencies.

Consequently, Al-Kubaisy et al (2019), found that female students experienced higher levels of writing anxiety than male students. Similarly, Fajaryani et al. (2024) reported that somatic anxiety was most common, with females reporting significant higher levels than males. Given the central role of the thesis in doctoral education and the severe academic and professional consequences of delayed or abandoned research work, understanding both the prevalence and dimension of thesis writing anxiety among doctoral students in Library and Information Science becomes essential. By identifying these prevalence and dimensions, whether they emerge across thesis stages, the findings will assist in mitigating challenges faced during thesis writing and also contribute immensely to the growth of research in this area of study.

Objectives of the Study

i. Examine the prevalence and dimension thesis writing anxiety among LIS doctoral study in South-west, Nigeria
ii. Investigate gender differences in the prevalence of thesis writing anxiety among LIS doctoral study in South-west, Nigeria
iii. Examine the effect of institution on thesis writing anxiety among LIS doctoral students in South-West Nigeria.

Methodology

The study adopted a survey research design to investigate the prevalence and dimensions of thesis writing anxiety among 375 doctoral students in Library and Information Science (LIS) across six public and private universities in South-West Nigeria during the 2024/2025 academic session. Given the manageable size of the population, a total enumeration approach was employed, thereby including all eligible students without sampling. Data were collected using a structured questionnaire divided into sections on demographic characteristics and thesis writing anxiety, the latter measured with a modified version of Cheng's (2004) Writing Anxiety Scale covering cognitive, somatic, and avoidance dimensions. The instrument's face and content validity were confirmed by academic experts, and a pretest conducted with 39 doctoral students from other institutions yielded Cronbach's alpha values of 0.932. Questionnaires were administered and retrieved in person by the researcher and trained assistants, following formal approval from relevant quarters. Completed responses were coded and analysed using SPSS version 23, employing descriptive statistics: frequencies, percentages, means, and standard deviations to summarise respondents' characteristics and describe the extent and patterns of thesis writing anxiety. Ethical procedures, including informed consent, voluntary participation, and confidentiality, were strictly observed.

Jewel Journal of Librarianship
ISSN: 2141-3908 (Print); ISSN: 2736-0881 (Online)
https://www.jeweljournals.com/
Volume 20, Issue 2, 2025

Data analysis and Results

Table 1: Distribution of Respondents by Demographic Information

Variable	Category	Frequency	Percentage (%)
Gender	Male	139	44.1
	Female	176	55.9
	Total	**315**	**100**
Age Group	< 30 years	24	7.6
	30–39 years	52	16.5
	40–49 years	151	47.9
	50–59 years	73	23.2
	60 years or more	15	3.8
	Total	**315**	**100**
Marital Status	Single	39	12.4
	Married	267	84.8
	Divorced/Separated	3	1.0
	Widow/Widower	6	1.9
	Total	**315**	**100**
Employment Status	Full Time	285	90.5
	Part Time	12	3.8
	Self Employed	15	4.8
	Not Employed	3	1
	Total	**315**	**100**
Sources of Funding	Self-Funded	246	78.1
	TETFund	56	17.8
	Institution/Employer	12	3.8
	Others	1	0.3
	Total	**315**	**100**

Source: Researcher's field work, 2025

Table 1 presents the demographic characteristics of the 315 respondents in the study. The sample comprised slightly more females (55.9%) than males (44.1%). Most respondents were between 40–49 years (47.9%), followed by 50–59 years (23.2%), indicating a mature population. The majority were married (84.8%) and employed full-time (90.5%). Regarding funding for their studies, most respondents were self-funded (78.1%), with a smaller proportion supported by TETFund (17.8%) or their institution/employer (3.8%). Overall, the data reflect a predominantly mature, married, and professionally employed sample with significant self-financing of their studies.

Jewel Journal of Librarianship
ISSN: 2141-3908 (Print); ISSN: 2736-0881 (Online)
https://www.jeweljournals.com/
Volume 20, Issue 2, 2025

Objective 1: To examined the prevalence and dimension of thesis writing anxiety among LIS doctoral study in South-west, Nigeria

Table 2: Descriptive Statistics showing the prevalence and dimension of thesis writing anxiety among LIS doctoral study in South-west, Nigeria

Thesis Writing Anxiety	Mean	SD	Prevalence Rate (%)	Dimension
Somatic Anxiety				
During thesis writing, I experience nervousness	2.47	0.90	50.5	Often (38.4%)
I experience rapid breathing during thesis writing	2.22	0.91	38.7	Rarely (36.5%)
During thesis writing, I experience headaches	2.16	0.81	32.7	Rarely (45.7%)
During thesis writing, I experience insomnia (sleeplessness)	2.16	0.93	35.3	Rarely (36.8%)
During thesis writing, I experience stomach upsets	1.53	0.68	10.5	Never (57.8%)
Average (Somatic)	**2.11**	**0.85**	**33.5**	
Cognitive Anxiety				
During thesis writing, I struggle with self-doubt	2.61	0.86	58.4	Often (44.4%)
During thesis writing, I struggle with negative self-talk	2.5	0.83	52.1	Often (41.9%)
During thesis writing, I struggle with Apprehension about how my work would be judged	2.24	0.84	40.9	Rarely (37.8%)
During thesis writing, I struggle with fear of getting negative evaluation of my thesis	2.23	0.95	38.8	Rarely (35.2%)
During thesis writing, I struggle with fear of failure	2.01	0.84	25.8	Rarely (44.4%)
Average (Cognitive)	**2.32**	**0.86**	**43.2**	
Avoidance Behaviour				
I avoid thesis writing task to escape the stress it causes	2.31	1.02	42.2	Rarely (31.7%)
I delay my thesis writing till my anxiety subsides	2.17	0.97	31.8	Rarely (41.3%)
I focus on other activities instead of thesis writing	2.15	1.00	33.7	Rarely (35.2%)
I skip my thesis writing schedules	1.94	0.97	27.7	Never (41.9%)
I procrastinate starting my thesis writing exercise	1.88	0.94	27.0	Never (45.1%)
Average (Avoidance)	**2.09**	**0.98**	**32.5**	
Overall	**2.17**	–	**36.4**	

Jewel Journal of Librarianship
ISSN: 2141-3908 (Print); ISSN: 2736-0881 (Online)
https://www.jeweljournals.com/
Volume 20, Issue 2, 2025

Table 2 presents the descriptive statistics showing the prevalence and dimension of thesis writing anxiety among LIS doctoral students in South-West Nigeria. The results indicate that cognitive anxiety recorded the highest average prevalence rate (43.2%), followed by somatic anxiety (33.5%) and avoidance behaviour (32.5%). Within the cognitive dimension, "struggling with self-doubt" (58.4%) and "negative self-talk" (52.1%) were the most reported challenges. Somatic symptoms were most prevalent in "nervousness" (50.5%) and "rapid breathing" (38.7%), while avoidance behaviours were most evident in "avoiding thesis writing tasks to escape stress" (42.2%) and "delaying thesis writing until anxiety subsides" (31.8%). The overall prevalence rate of thesis writing anxiety across all dimensions was 36.4%, indicating a moderate level among the respondents.

Similarly, result in 2 revealed that cognitive anxiety is most prominent, with self-doubt (44.4%) and negative self-talk (41.9%) reported "often." Somatic symptoms, such as nervousness, were less frequent, while physical symptoms like rapid breathing, headaches, and insomnia were mostly "rarely" experienced. Avoidance behaviors were generally uncommon, with skipping schedules and procrastination mostly "never" observed (41.9% and 45.1%). Hence, cognitive anxiety dominates, while somatic and avoidance dimensions are less frequent (see Fig. 1).

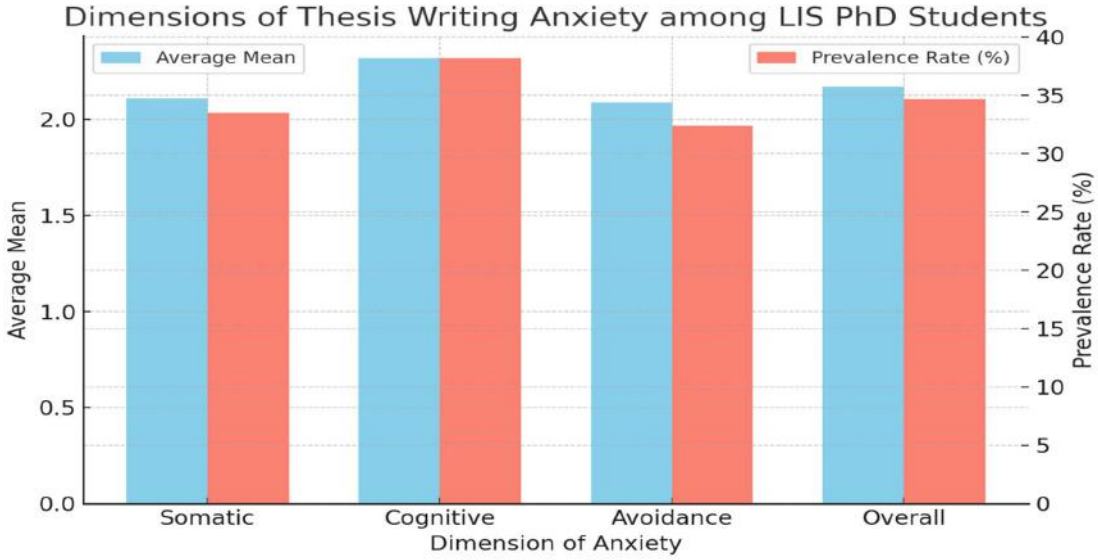


Figure 1: Dimension of Thesis Writing Anxiety among LIS Doctoral students

Objective 2: To investigate gender differences in the prevalence of thesis writing anxiety among LIS doctoral study in South-west, Nigeria

Jewel Journal of Librarianship
ISSN: 2141-3908 (Print); ISSN: 2736-0881 (Online)
https://www.jeweljournals.com/
Volume 20, Issue 2, 2025

Table 3: T-test showing gender differences in the prevalence of thesis writing anxiety among LIS doctoral study in South-west, Nigeria

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean	T cal	Remarks
Somatic	Male	139	10.0863	3.21338	.27256	2.19	Significant
	Female	176	10.8750	3.13072	.23599		
Cognitive	Male	139	11.4748	2.98628	.25329	0.52	Not
	Female	176	11.6818	3.85315	.29044		Significant
Avoidance	Male	139	10.8129	4.33985	.36810	1.41	Not
	Female	176	10.1648	3.79791	.28628		Significant
Thesis Writing	Male	139	32.3741	8.29027	.70317	0.36	Not
Anxiety	Female	176	32.7216	9.30541	.70142		Significant

Table 3 presents the t-test results on gender differences in thesis writing anxiety among LIS doctoral students in South-West Nigeria. The results show a significant difference in somatic anxiety (t = 2.19), with females (M = 10.88) scoring higher than males (M = 10.09). No significant differences were found for cognitive anxiety (t = 0.52; males M = 11.47, females M = 11.68), avoidance behaviour (t = 1.41; males M = 10.81, females M = 10.16), or overall thesis writing anxiety (t = 0.36; males M = 32.37, females M = 32.72).

Objective 3: To examine the effect of institution on thesis writing anxiety among LIS doctoral students in South-West Nigeria.

Table 4: Tests of Between-Subjects Effects of Institution on Dimensions of Thesis Writing Anxiety Among LIS Doctoral Students in South-West Nigeria

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Somatic	129.954[a]	5	25.991	2.626	.024
	Cognitive	86.677[b]	5	17.335	1.430	.213
	Avoidance	134.056[c]	5	26.811	1.650	.147
	Thesis Writing Anxiety	472.610[d]	5	94.522	1.208	.305
Intercept	Somatic	18937.036	1	18937.036	1913.166	.000
	Cognitive	22474.428	1	22474.428	1854.120	.000
	Avoidance	16338.588	1	16338.588	1005.315	.000
	Thesis Writing Anxiety	172514.896	1	172514.896	2205.081	.000
Institutions	Somatic	129.954	5	25.991	2.626	.024
	Cognitive	86.677	5	17.335	1.430	.213
	Avoidance	134.056	5	26.811	1.650	.147
	Thesis Writing Anxiety	472.610	5	94.522	1.208	.305
Error	Somatic	3058.566	309	9.898		

Jewel Journal of Librarianship
ISSN: 2141-3908 (Print); ISSN: 2736-0881 (Online)
https://www.jeweljournals.com/
Volume 20, Issue 2, 2025

	Cognitive	3745.495	309	12.121
	Avoidance	5021.931	309	16.252
	Thesis Writing Anxiety	24174.673	309	78.235
Total	Somatic	38096.000	315	
	Cognitive	46149.000	315	
	Avoidance	39560.000	315	
	Thesis Writing Anxiety	358765.000	315	
Corrected Total	Somatic	3188.521	314	
	Cognitive	3832.171	314	
	Avoidance	5155.987	314	
	Thesis Writing Anxiety	24647.283	314	

a. R Squared = .041 (Adjusted R Squared = .025)
b. R Squared = .023 (Adjusted R Squared = .007)
c. R Squared = .026 (Adjusted R Squared = .010)
d. R Squared = .019 (Adjusted R Squared = .003)

Table 4 presents the results of the tests of between-subjects effects for Objective 4, which examined the influence of institution on thesis writing anxiety among LIS doctoral students in South-West Nigeria. The results reveal that institution had a statistically significant effect on somatic anxiety ($F = 2.626$, $p = .024$, $R^2 = .041$), indicating that students' physiological responses to thesis writing varied across institutions. However, no significant institutional effects were observed for cognitive anxiety ($F = 1.430$, $p = .213$, $R^2 = .023$), avoidance behaviour ($F = 1.650$, $p = .147$, $R^2 = .026$), or overall thesis writing anxiety ($F = 1.208$, $p = .305$, $R^2 = .019$). This suggests that while institutional context may influence the physical symptoms of thesis writing anxiety, it does not substantially impact students' thought patterns, behavioural avoidance, or overall anxiety levels.

Discussion

The findings indicate a moderate level of thesis writing anxiety with cognitive anxiety been the most prominent dimension among LIS doctoral students in South-West Nigeria. These results align with empirical studies showing that cognitive anxiety dominates thesis writing experiences due to mental self-evaluation and fear of negative judgment (Wei & Miao, 2020; Kumi-Yeboah, 2020; Khairah & Fatimah, 2022; Harahap & Syarif, 2021; Kusumastuti, 2019; Berbar, 2023; De Leon et al., 2023). This research implies that the prevalence of cognitive anxiety emphasizes how important self-evaluation and fear of being judged negatively are in influencing students' experiences writing theses. This implies that students are more likely to suffer from low self-esteem, low motivation, and extended completion times in the absence of organized academic and psychological assistance, which will impact both individual academic progress and institutional effectiveness.

Furthermore, study findings revealed a significant gender difference only in somatic anxiety, with females reporting higher levels than males. No significant differences were observed for cognitive anxiety, avoidance behaviors, or overall thesis writing anxiety. This finding

corroborates prior research suggesting that females often experience higher physiological stress responses during academic tasks, while cognitive and behavioral responses may not differ by gender (Firman, 2020; Gao, 2023; Al-Sawalha & Chow, 2012; Jawas, 2019). The study findings were in agreement with that of Al-Kubaisy et al (2019), and Fajaryani et al. (2024) who reported gender differences in favour of female students. It is implied that the increased bodily anxiety experienced by female students signifies a gendered component of thesis writing stress that, if ignored, could have an adverse effect on their academic performance and general well-being.

Similarly, findings of this study showed that institution significantly influenced somatic anxiety but did not affect cognitive anxiety, avoidance behaviors, or overall thesis writing anxiety. This indicates that physical stress responses vary across institutions, likely due to differences in supervision quality, academic culture, and available resources, while cognitive and behavioral aspects remain consistent (Ekpoh, 2016; Nnebedum & Obuegbe, 2021; Ogunode, 2023). The implication is that institutional structures and resources play a crucial role in shaping students' somatic anxiety, with supportive environments and consistent supervisory practices helping to minimize stress-related challenges.

Conclusion and Recommendations

The study concludes by emphasizing the value of providing extensive support systems to LIS doctorate candidates who struggle with thesis writing. To create a more supportive research atmosphere and boost students' academic output, efforts should concentrate on lowering the pressures associated with mental self-evaluation, offering gender-sensitive interventions, and fortifying institutional support systems. It is therefore recommended that students should actively engage in stress management classes, writing workshops, and mentoring programme in order to boost confidence and lessen cognitive worry. Not only that thesis supervisor should offer constructive criticism, promote open communication, and implement consistent, supportive supervision techniques in order to reduce thesis writing anxiety. Consequently, universities across South-West, Nigeria should make counseling services, relaxation techniques, and research materials easily accessible to doctoral students. Lastly, there is the need for the establishment of institutional frameworks that improve supervisory quality, standardize research expectations, and create cultures that reduce somatic discomfort across universities should be a top priority for higher education policymakers.

References

Alexander, C., & Tureen, A. (2022). Leadership wellness and mental health concerns in higher education. IGI Global.

Al-Kubaisy, A. A., Hummadi, A. S., & Turki, H. Y. (2019, December). Gender differences and the influence of writing anxiety factors on Iraqi postgraduate's attitudes. *International Conference on English Language and Culture (ICELC 2019)* (pp. 9–13).

Al-Sawalha, A. M. S., & Chow, O. (2012). The effects of writing apprehension in English on the writing process of Jordanian EFL students at Yarmouk University. *International Interdisciplinary Journal of Education,* 1(1), 1–14.

American Psychological Association. (2023). *Anxiety*. APA Dictionary of Psychology. Retrieved August 14, 2025 from https://dictionary.apa.org/anxiety.

Beasley, L., Hoffman, S., & Houtz, J. (2023). Health literacy and mental well-being among university students in the United States. *Journal of American College Health*, 73(9), 1-7. https://doi.org/10.1080/07448481.2023.2199335.

Cheng, Y. S. (2004). A measure of second language writing anxiety: Scale development and preliminary validation. *Journal of Second Language Writing*, 13(4), 313–335. https://doi.org/10.1016/j.jslw.2004.07.001.

Chue, J. S., & Cheung, H. S. (2021). Mental resilience enhances the well-being of Singaporean college students through reducing burnout. *Current Psychology*, 42(1),519 528.https://doi.org/10.1007/s12144-021-01481-5.

Cooksey, R., & McDonald, G. (2019). *Surviving and thriving in postgraduate research* (2nd ed.) [e-book]. Springer. https://doi.org/10.1007/978-981-13-7747-1.

Ekoko, O. N. (2023). Digital literacy and informal learning among students: A case of students in Petroleum Training Institute, Delta State, Nigeria. *Ghana Library Journal*, 28(2), 75-157.

Ekpoh, U. I. (2016). Postgraduate studies: The challenges of research and thesis writing. *Journal of Educational and Social Research, 6*(3), 67–74. https://doi.org/10.5901/jesr.2016.v6n3p67.

Fajaryani, N., Failasofah, Abrar, M., Masbirorotni, & Handayani, L. S. (2024). Gender differences in writing anxiety among EFL undergraduate students: A survey study at Universitas Jambi. *English Review: Journal of English Education, 12*(2), 667–674. https://doi.org/10.25134/erjee.v12i2.8684

Ferolino, W. J. G., Gattoc, J. P. M., Paradiang Jr., E. N., & Miranda, A. C. (2022). Factors on thesis writing anxiety among science, technology, engineering, and mathematics students. *Psychology and Education: A Multidisciplinary Journal*,4(4), 1-10. https://doi.org/10.5281/zenodo.7072870.

Freudenberger, H. (1974). Staff Burn-Out. *Journal of Social Issues*, 30(1), 159-165. http://dx.doi.org/10.1111/j.1540-4560.1974.tb00706.x.

Fuente, J. D., Kauffman, D. F., & Soylu, M. Y. (2022). Achievement emotions in university teaching and learning, students' stress and well-being. Frontiers Media SA.

Harahap, Y. O., & Syarif, H. (2021). Somatic anxiety in second language writing. In *Advances in Social Science, Education and Humanities Research* 624, 228-233. Proceedings of the 67th TEFLIN International Virtual Conference & the 9th ICOELT 2021.

Ho, M. C. (2016). Exploring Writing Anxiety and Self-Efficacy among EFL Graduate Students in Taiwan. *Higher Education Studies*, 6(1), 24-39.

Holmes, B., Waterbury, T., Baltrinic, E., & Davis, A. (2018). Angst about academic writing: Graduate students at the brink. Files.Eric.Ed.Gov.

James, H. (2022). Importance of Good Academic Writing. Research. guides. Libguides.Com.

Jawas, U. (2019). Writing anxiety among Indonesian EFL students: Factors and strategies. *International Journal of Instruction*, 12(4), 733–746. https://doi.org/10.29333/iji.2019.12447a.

Jennifer, J., & Ponniah, M. J. (2017). Investigating the levels, types and causes of second language writing anxiety among Indian freshmen. *The Journal of Asia TEFL*, 14(3), 557-563.

Kennedy, M. , Williams, E. and Asodike, V. (2020) Anxiety in Writing Research Report among Graduate Students in Ignatius Ajuru University, Faculty of Education, Rivers State, Nigeria. *Open Journal of Social Sciences*, 8, 127-140. doi: 10.4236/jss.2020.811013.

Konya, K. (2020). How to write a thesis paper for college. Grammarly.Com. https://www.grammarly.com/blog/thesis-paper/.

Kumi-Yeboah, A. (2020). Exploring the relationship between online learning experiences and academic performance of international undergraduate students. Proceedings of the 2020 AERA Annual Meeting. https://doi.org/10.3102/1568906.

Kwarteng, J. T., & Sappor, P. (2021). Preservice teachers' self-efficacy in teaching cost accounting. *Education Research International, 2021*, 1-11. https://doi.org/10.1155/2021/9140161.

Nguyen, H. A., Duong, B. C., Le, T. A. T., Le, C. A., Huynh, T. Q., Tran, V. N., Nguyen, P. T., & Nguyen, T. T. H. (2025). Factors influencing stress, anxiety, and depression in students regarding the thesis process. *Journal of Mental Health & Clinical Psychology, S*(001), 31–41.

Nnebedum, C., & Obuegbe, A. (2021). Challenges of research and thesis writing among postgraduate students in Nigerian universities. *International Journal of Research and Innovation in Social Science, 5*(8), 123–130. https://doi.org/10.47772/IJRISS.2021.5807.

Nouri, J., Larsson, K., & Saqr, M. (2019). Identifying factors for master thesis completion and noncompletion through learning analytics and machine learning. In Transforming Learning with Meaningful Technologies (pp. 28–39). Springer International Publishing.

Ogunode, N. J., Ukozor, C. U., & Kware, Z. B. (2023). Delay in dissertation/thesis writing in public universities in Nigeria. *Analytical Journal of Education and Development*, *3*(3), 223-2345.

Paradowska, U. (2024). Thesis writing anxiety among Polish translation students: findings from a survey study. *FITISPos International Journal*, 11(1), 95-111. https://doi.org/10.37536/FITISPos-IJ.2024.11.1.381.

Quvanch, Z., & Si Na, K. (2022). Evaluating Afghanistan University students' writing anxiety in English class: An empirical research. *Cogent Education*, 9(1),1-26. DOI:10.1080/2331186X.2022.2040697.

Teng, M. F., & Yue, M. (2023). Metacognitive writing strategies, critical thinking skills, and academic writing performance: A structural equation modeling approach. *Metacognition and Learning*, *18*(1), 237-260. https://doi.org/10.1007/s11409-022-09328-5.

Wahyuni, D., Oktavia, W., & Marlina, L. (2019). Writing anxiety among Indonesian EFL college students: Levels, causes, and coping strategies. *Lingua Cultura,* 13(1), 67–74. https://doi.org/10.21512/lc.v13i1.5239.

Wei, Y., & Miao, C. (2020). A study on the background and process of postgraduates' academic English learning in China. *Journal of Education, Society and Behavioral Science*, 33 (3),33-41. https://doi.org/10.9734/jesbs/2020/v33i330209.

Wu, D., & Buripakdi, A. (2022). Narratives of EFL postgraduate thesis writing at a university in Thailand. *Journal of Language Education and Acquisition Research Network*, 15(1), 495–523.

Khairah, H. U., & Fatimah, S. (2022). Students' writing anxiety levels, types, and causes in writing undergraduate thesis proposal: A study at English language and literature department. *Journal of English Language Teaching*, *11*(2), 272–285. http://ejournal.unp.ac.id/index.php/jelt.

Harahap, Y. O., & Syarif, H. (2021). Students' anxiety in writing introduction of thesis proposal at Universitas Muslim Nusantara Al-Washliyah Medan. *Advances in Social Science, Education and Humanities Research*, *624*, 228–233. https://doi.org/10.2991/assehr.k.211230.038.

Kusumastuti, B. E. (2019). *Analysis on the students' writing anxiety in writing thesis* (Undergraduate thesis, State Islamic Institute of Kediri). State Islamic Institute of Kediri Repository.