



DOI: <https://doi.org/10.38035/dijemss.v7i5>
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Person-Centered Approach in Addressing Fear of Failure Among University Students: A Systematic Literature Review

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Abstract: Fear of failure is a psychological problem commonly experienced by university students and may affect their self confidence, emotional well being, and academic achievement. This condition often arises from academic pressure, social demands, family expectations, and low self esteem. This study aims to analyze the characteristics of research related to fear of failure among university students, examine the application of the person centered approach in student counseling practices, and evaluate the effectiveness of this approach in addressing fear of failure. This study employed a systematic literature review method by analyzing twenty relevant scientific articles. The analysis was conducted by categorizing research findings based on research themes, counseling approach concepts, and counseling intervention outcomes. The results indicate that the person centered approach provides positive contributions in helping students understand their emotional experiences, increase self acceptance, and reduce anxiety related to failure. The application of empathy, unconditional acceptance, and supportive counseling relationships has been shown to improve students' self confidence. Therefore, the person centered approach can be considered an effective strategy in guidance and counseling services in higher education to help students cope with fear of failure more adaptively.

Keyword: Fear of Failure, Person Centered Counseling, University Students, Self Acceptance, Counseling Intervention.

INTRODUCTION

The transition to university life often brings various psychological challenges for students. Academic demands, expectations from family and society, and personal aspirations can create pressure that affects students' emotional well-being. One common psychological issue experienced by university students is the fear of failure. Fear of failure refers to a psychological condition in which individuals feel anxious or worried about the possibility of failing to achieve certain goals or expectations. This feeling may influence students' attitudes, motivation, and behavior in the academic environment. Several studies have shown that fear of failure is closely related to students' psychological and academic difficulties, particularly in situations that involve evaluation, competition, or performance assessment (Hidayahtillah et al., 2022; Lee et al., 2024).

In the academic context, fear of failure can manifest in various forms of negative behaviors and emotional responses. Students who experience high levels of fear of failure often develop academic anxiety, which may interfere with their concentration, learning process, and academic performance. Academic anxiety may lead students to doubt their own abilities and become overly worried about making mistakes or receiving negative evaluations (Hjeltne et al., 2015). In addition, fear of failure is frequently associated with low self-confidence and negative self-perception. When students constantly worry about failing, they may develop a belief that they are incapable of achieving success, which in turn weakens their academic motivation and persistence (Najmil 'Ulumiyah & Sulistyaningsih, 2024).

Another consequence of fear of failure is academic procrastination. Students who feel afraid of failing often delay completing academic tasks because they want to avoid situations that may expose their perceived inadequacies. This avoidance behavior may provide temporary emotional relief, but it often leads to more serious academic problems in the long term. In some cases, fear of failure can even encourage maladaptive behaviors such as academic dishonesty or cheating, as students attempt to avoid negative consequences associated with failure (Handayani et al., 2023). Therefore, fear of failure should not be viewed merely as a normal emotional reaction but as a psychological issue that may significantly affect students' academic functioning and personal development.

Considering these challenges, the role of counseling services in higher education becomes increasingly important. Counseling can provide students with a safe and supportive environment where they can express their concerns, explore their feelings, and develop healthier ways of coping with academic pressures. Through counseling interventions, students can gain better self-understanding, develop positive self-perceptions, and build emotional resilience when facing academic difficulties. Various counseling approaches have been applied to address students' psychological problems, including cognitive-behavioral approaches, behavioral counseling, and humanistic approaches. Among these approaches, humanistic counseling emphasizes personal growth, self-acceptance, and the development of an authentic self, which makes it particularly relevant for addressing emotional issues such as fear of failure.

One of the most influential humanistic approaches in counseling is the Person-Centered Approach (PCA), developed by Carl Rogers. The person-centered approach is based on the belief that every individual has an inherent capacity for growth and self-actualization. According to this perspective, individuals are capable of solving their own problems when they are provided with a supportive and empathetic environment. The role of the counselor is not to direct or control the client but to facilitate personal growth by creating a therapeutic relationship characterized by acceptance, empathy, and authenticity (Aprila et al., 2022).

The effectiveness of the person-centered approach largely depends on three core conditions proposed by Rogers: empathy, unconditional positive regard, and congruence. Empathy refers to the counselor's ability to deeply understand the client's feelings and experiences from the client's perspective. Unconditional positive regard means that the counselor accepts the client without judgment or conditions, allowing the client to feel valued and respected regardless of their problems or mistakes. Meanwhile, congruence refers to the counselor's authenticity and genuineness in the counseling relationship. These three conditions help create a supportive environment that encourages clients to explore their feelings openly and develop greater self-awareness (Ratnawati, 2017).

Several studies have demonstrated the effectiveness of the person-centered approach in improving individuals' psychological well-being. Research indicates that person-centered counseling can help individuals develop a more positive self-concept, increase self-confidence, and enhance self-awareness (Gulo et al., 2025; Kusmawati et al., 2025). Furthermore, the approach has been applied in various counseling settings to address emotional and psychological problems among students, including low self-esteem, social difficulties, and trauma-related issues (Fazar & Sinaga, 2024; Hanifah & Hartati, 2016). Group counseling using

the person-centered approach has also been shown to improve students' interpersonal skills and emotional adjustment (Larassati, 2018).

The principles of the person-centered approach make it particularly relevant for addressing fear of failure among university students. Students who experience fear of failure often struggle with negative self-perceptions and excessive self-criticism. Through a counseling environment characterized by empathy and unconditional acceptance, students may gradually learn to accept themselves and view failure as a natural part of personal growth rather than a threat to their self-worth. This process can help students reduce their anxiety about failure and develop a healthier perspective toward academic challenges. By fostering self-acceptance and self-awareness, person-centered counseling may contribute to reducing the psychological burden associated with fear of failure and promoting students' psychological resilience.

Although many studies have examined fear of failure among students, most of these studies focus on its relationship with other psychological variables such as academic anxiety, self-efficacy, perfectionism, and resilience (Hidayahtillah et al., 2022; Lee et al., 2024; Purnamasari et al., 2025). At the same time, research on counseling interventions often explores the effectiveness of different counseling approaches in improving students' psychological well-being (Fadholi & Mauliddia, 2023; Zerni & Darimis, 2025). However, systematic studies that specifically review the use of the person-centered approach in addressing fear of failure among university students remain relatively limited. As a result, there is still a need for a comprehensive synthesis of existing research to better understand how this approach can contribute to addressing students' fear of failure.

Despite the growing number of studies examining fear of failure and various counseling approaches, there is still a lack of integrative research that specifically synthesizes how the person-centered approach contributes to addressing fear of failure among university students. Previous studies tend to examine fear of failure in relation to psychological variables such as self-efficacy, perfectionism, and resilience, or separately evaluate counseling interventions without integrating both perspectives. Recent findings also highlight the complexity of fear of failure mechanisms, showing that variables such as emotion regulation difficulties and procrastination play significant mediating roles in shaping students' academic experiences (Duru et al., 2024). In addition, perfectionism has been identified as a critical factor that not only intensifies fear of failure but also contributes to maladaptive learning behaviors and psychological distress among students (McKay et al., 2024). Furthermore, emerging research emphasizes the importance of internal protective factors, such as self-compassion, in mitigating the negative effects of fear of failure and enhancing student engagement (Hanuunn & Saniatuzzulfa, 2024).

On the other hand, although counseling interventions have been widely applied, questions remain regarding how the effectiveness of counseling outcomes is conceptualized and measured, particularly in relation to clients' subjective experiences of change (McLeod et al., 2024). This indicates a gap in integrating psychological determinants of fear of failure with the mechanisms of counseling processes. Moreover, recent studies on person-centered therapy suggest that this approach plays a significant role in facilitating the development of self-identity, self-understanding, and personal autonomy through supportive therapeutic relationships (Elvira et al., 2023).

Therefore, the novelty of this study lies in providing a comprehensive synthesis that connects psychological determinants of fear of failure with the mechanisms of person-centered counseling. In addition, this study proposes an integrative conceptual framework that explains how person-centered counseling facilitates changes in students' self-concept, emotional regulation, and adaptive responses to failure.

Based on this background, a systematic literature review is needed to examine previous studies related to the person-centered approach and its potential role in addressing fear of failure among university students. By reviewing and synthesizing existing research findings, this study

aims to provide a clearer understanding of how the person-centered approach has been applied in counseling practices and how it may help students overcome psychological barriers associated with fear of failure.

Therefore, this study aims to analyze systematically various research findings related to the effectiveness of the person-centered approach in overcoming fear of failure among university students.

The research questions of this study are formulated as follows:

1. How are the characteristics of research related to fear of failure among university students?
2. How is the person-centered approach applied in counseling practices for university students?
3. How effective is the person-centered approach in addressing fear of failure among university students?

METHOD

This study employed a Systematic Literature Review (SLR) approach to examine and synthesize previous research related to the use of the person-centered approach in addressing fear of failure among university students. The SLR method was chosen because it allows researchers to systematically identify, evaluate, and integrate findings from existing studies in order to obtain a comprehensive understanding of a particular research topic. Through this approach, the study aims to provide a structured overview of how person-centered counseling has been applied to help students cope with fear of failure (Snyder, 2019).

The data sources for this study were obtained from several well-known academic databases that provide access to peer-reviewed scholarly publications. The databases used in the search process included Scopus, Google Scholar, ERIC, and ScienceDirect. These databases were selected because they contain a wide range of articles related to education, psychology, and counseling studies. The search process was conducted using several keywords relevant to the research topic. The main keywords included person-centered therapy, person-centered counseling, fear of failure, college students, university students, and counseling intervention. These keywords were used individually and in combination using Boolean operators such as AND and OR to obtain more accurate and relevant search results.

After the articles were identified, the next step involved selecting relevant studies based on predetermined inclusion criteria. The inclusion criteria for this review consisted of several aspects. First, the articles had to be published in national or international scientific journals. Second, the articles had to be published within the period of 2015–2025 in order to ensure the relevance and recency of the research findings. Third, the selected studies needed to discuss fear of failure among university students. Finally, the articles had to be related to counseling practices or psychological approaches, particularly those involving the person-centered approach.

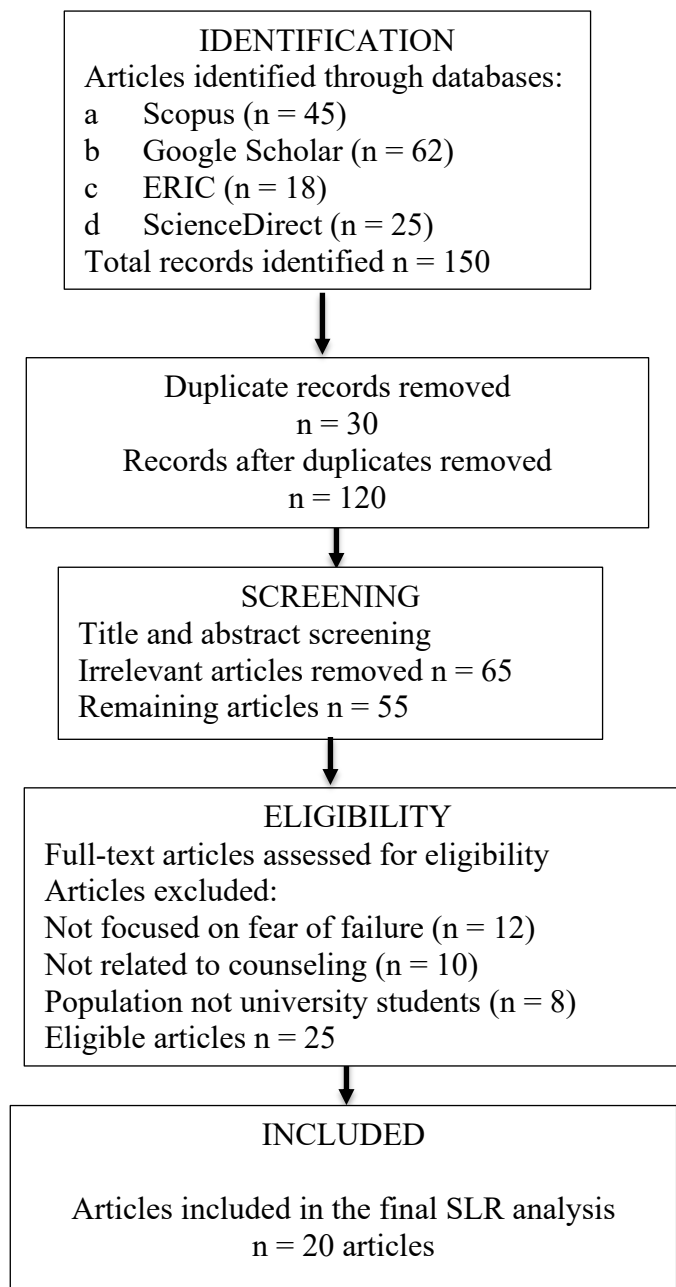


Figure 1 Flowchart of the Systematic Literature Review Process (PRISMA)

In addition to the inclusion criteria, several exclusion criteria were also applied to ensure that the selected articles were highly relevant to the purpose of the study. Articles that were not published in scientific journals, such as popular articles, non-reviewed reports, or opinion pieces, were excluded from the review process. Studies that did not involve university students as the research population were also removed. Furthermore, articles that did not address counseling approaches or psychological interventions related to fear of failure were excluded from the final analysis.

The data analysis process in this study followed several systematic stages. The first stage was article identification, which involved collecting research articles from the selected databases using the predetermined keywords. The second stage was article selection, where the titles and abstracts of the identified articles were reviewed to determine their relevance to the

research topic. The third stage was screening, which involved examining the articles more carefully according to the inclusion and exclusion criteria.

Articles that met the established criteria were then analyzed in greater depth. The next stage involved content analysis, where the selected studies were examined to identify their research objectives, research methods, main findings, and implications related to the application of the person-centered approach in addressing fear of failure among university students. The final stage was synthesis of research findings, where the results of the selected studies were integrated and interpreted to provide a broader understanding of how the person-centered approach can contribute to reducing fear of failure and improving students' psychological well-being. Through this synthesis process, the study aims to present a comprehensive overview of previous research findings and highlight the potential role of person-centered counseling in higher education settings.

RESULTS AND DISCUSSION

Characteristics of Selected Studies

Based on the systematic literature review process, a total of 20 articles were selected for further analysis. These studies were published between 2015 and 2025 and were obtained from reputable academic databases. The selected studies discuss several important aspects related to fear of failure, psychological factors affecting students, and the application of person-centered counseling approaches in educational settings.

Overall, the selected articles can be categorized into three major themes:

1. Studies discussing fear of failure among students.
2. Studies examining psychological factors associated with fear of failure.
3. Studies exploring the application and effectiveness of person-centered counseling approaches.

The analysis of the selected articles is presented in Table 1.

Table 1 Analysis of Previous Studies on Fear of Failure and Person-Centered Counseling

No	Author	Year	Research Focus	Method	Key Findings
1	Aprila et al.	2022	Person-centered counseling and learning independence	Quantitative	Person-centered counseling improves students' independence in learning.
2	Fadholi & Mauliddia	2023	Person-centered therapy and self-confidence	Experimental	The approach significantly increases students' confidence.
3	Fazar & Sinaga	2024	Person-centered therapy for trauma counseling	Case study	Person-centered counseling helps adolescents process emotional trauma.
4	Gulo et al.	2025	Person-centered therapy and self-concept	Experimental	Counseling improves students' self-concept.
5	Handayani et al.	2023	Fear of failure and cheating behavior	Quantitative	Fear of failure can increase academic dishonesty.
6	Hanifah & Hartati	2016	Person-centered counseling for low self-esteem	Experimental	Counseling reduces students' low self-esteem.

No	Author	Year	Research Focus	Method	Key Findings
7	Hidayahtillah et al.	2022	Perfectionism, fear of failure, and academic anxiety	Quantitative	Fear of failure correlates with academic anxiety.
8	Hjeltne et al.	2015	Fear of failure in academic evaluation	Qualitative	Students experience strong anxiety during academic evaluation.
9	Kusmawati et al.	2025	Client-centered therapy and self-awareness	Experimental	Counseling improves students' self-awareness.
10	Larassati	2018	Group counseling with person-centered approach	Experimental	Improves students' social skills.
11	Lee et al.	2024	Fear of failure among perfectionist students	Quantitative	Perfectionism significantly predicts fear of failure.
12	Najmil 'Ulumiyah & Sulistiyaningsih	2024	Self-efficacy and fear of failure	Quantitative	Higher self-efficacy reduces fear of failure.
13	Purnamasari et al.	2025	Resilience and fear of failure	Quantitative	Resilience mediates fear of failure.
14	Ratnawati	2017	Application of person-centered therapy in schools	Literature review	Person-centered therapy helps clients develop self-understanding, acceptance, and independence in solving problems through supportive counseling relationships.
15	Fadli et al.	2021	Person-centered therapy as intervention tools in group counseling	Experimental	Counseling improves resilience and self-concept.
16	Vidini Caya et al.	2024	Fear of failure among medical students	Quantitative	Fear of failure is common in competitive academic environments.
17	Wulandari & Rinaldi	2024	Mindfulness and fear of failure	Quantitative	Mindfulness reduces fear of failure.
18	Zerni & Darimis	2025	Person-centered counseling with Islamic values	Literature review	Integration of values strengthens counseling outcomes.
19	Mutmainnah et al.	2024	Fear of failure and	Quantitative	Fear of failure reduces

No	Author	Year	Research Focus	Method	Key Findings
			entrepreneurial intention		entrepreneurial intention.
20	Additional synthesis	Various	Fear of failure in student development	Review	Fear of failure affects motivation and academic performance.

Based on the analysis presented in Table 1, the selected studies show that research related to fear of failure and person-centered counseling has been conducted in various educational and psychological contexts. The reviewed articles include both quantitative and qualitative research designs, indicating that scholars have explored the topic from multiple methodological perspectives. Quantitative studies mainly focus on examining the relationship between fear of failure and other psychological variables such as academic anxiety, self-efficacy, resilience, and perfectionism. Meanwhile, several qualitative and experimental studies investigate the effectiveness of counseling interventions, particularly the person-centered approach, in improving students' psychological well-being.

The findings from the reviewed studies also demonstrate that fear of failure is a common psychological issue experienced by students in academic environments. Several studies indicate that fear of failure may lead to negative academic behaviors such as academic avoidance, procrastination, and even dishonest practices in academic tasks. In addition, fear of failure is often associated with emotional problems such as anxiety, low self-confidence, and negative self-perception.

At the same time, a number of studies highlight the importance of counseling interventions in addressing these psychological challenges. In particular, the person-centered counseling approach has been widely applied to support students' personal development and emotional well-being. This approach emphasizes empathy, unconditional positive regard, and congruence in the counseling relationship, which can create a supportive environment that encourages students to explore their emotions and develop a more positive self-concept.

Overall, the studies summarized in Table 1 provide an overview of the current research landscape regarding fear of failure and counseling interventions. To better understand the focus of previous research, the selected studies are further categorized into several thematic areas. The thematic classification of the reviewed articles is presented in Table 2.

Table 2 Thematic Classification of Fear of Failure Research

Theme	Description	Supporting Studies
Fear of failure and academic anxiety	Several studies show that fear of failure is closely associated with academic anxiety and evaluation stress experienced by students in academic settings.	Hidayahtillah et al. (2022); Hjeltne et al. (2015); Lee et al. (2024); Vidini Caya et al. (2024)
Psychological factors influencing fear of failure	Fear of failure is influenced by several psychological factors such as self-efficacy, resilience, perfectionism, and mindfulness.	Najmil 'Ulumiyah & Sulistiyaningsih (2024); Purnamasari et al. (2025); Wulandari & Rinaldi (2024); Prihadi et al. (2025)
Consequences of fear of failure in student behavior	Fear of failure can influence students' behavior, including academic procrastination, avoidance of challenges, and academic dishonesty.	Handayani et al. (2023); Mutmainnah et al. (2024)

Application of person-centered counseling	Several studies explore the use of person-centered counseling approaches in educational settings to improve students' psychological well-being.	Aprila et al. (2022); Ratnawati (2017); Zerni & Darimis (2025)
Effectiveness of person-centered therapy	Person-centered therapy has been shown to improve self-confidence, self-concept, emotional awareness, and social skills among students.	Fadholi & Mauliddia (2023); Gulo et al. (2025); Hanifah & Hartati (2016); Kusmawati et al. (2025); Larassati (2018); Fadli et al. (2021); Fazar & Sinaga (2024)

Based on the thematic classification presented in Table 2, the reviewed studies indicate that research on fear of failure among students generally focuses on three main areas: psychological characteristics of fear of failure, factors influencing fear of failure, and its behavioral consequences. In addition, several studies also explore counseling interventions, particularly the person-centered approach, as a strategy to improve students' psychological well-being. These findings suggest that fear of failure is not only a psychological phenomenon but also a factor that influences students' academic behavior and personal development.

In addition to identifying research themes related to fear of failure, the literature review also examines studies that investigate the effectiveness of the person-centered counseling approach in addressing various psychological issues among students. Several studies have reported positive outcomes from the implementation of person-centered counseling, particularly in improving self-confidence, self-awareness, emotional regulation, and interpersonal skills. These findings indicate that the person-centered approach can provide a supportive counseling environment that encourages personal growth and psychological resilience. A summary of the selected studies that examine the effectiveness of person-centered counseling is presented in Table 3.

Table 3 Summary of the Effectiveness of Person-Centered Counseling

No	Author	Research Context	Counseling Approach	Main Outcomes
1	Aprila et al. (2022)	Students in educational settings	Person-centered counseling	Improved students' learning independence and self-directed learning abilities.
2	Fadholi & Mauliddia (2023)	School students with low self-confidence	Person-centered therapy	Significant improvement in students' confidence levels.
3	Fazar & Sinaga (2024)	Adolescents experiencing relationship trauma	Person-centered therapy	Helped clients process emotional experiences and develop healthier coping strategies.
4	Gulo et al. (2025)	Students with low self-concept	Person-centered therapy (PCT)	Increased positive self-concept and personal acceptance.
5	Hanifah & Hartati (2016)	Students with low self-esteem	Individual counseling using person-centered therapy	Reduced low self-esteem and improved emotional well-being.

No	Author	Research Context	Counseling Approach	Main Outcomes
6	Kusmawati et al. (2025)	Junior high school students	Client-centered counseling	Enhanced students' self-awareness and emotional understanding.
7	Larassati (2018)	Students in group counseling programs	Person-centered group counseling	Improved social skills and interpersonal communication.
8	Fadli et al. (2021)	Group counseling practices in educational counseling settings	Person-centered therapy	The person-centered approach supports effective group counseling by emphasizing empathy, acceptance, and supportive interaction, helping clients develop self-understanding, independence, and personal growth.
9	Ratnawati (2017)	Classroom and school counseling environment	Person-centered counseling principles	Empathy, congruence, and unconditional positive regard improved classroom interaction and student engagement.
10	Zerni & Darimis (2025)	Counseling integrated with Islamic values	Person-centered group counseling	Integration of cultural and spiritual values strengthened counseling outcomes.

Table 3 presents a summary of previous studies that examine the effectiveness of the person-centered counseling approach in educational and psychological contexts. The findings indicate that person-centered counseling has been widely applied to address various psychological issues experienced by students and adolescents.

Several studies demonstrate that the person-centered approach is effective in improving students' self-confidence, self-concept, and emotional well-being. For instance, Fadholi and Mauliddia (2023) found that the application of person-centered therapy significantly improved students' confidence levels. Similarly, Gulo et al. (2025) reported that person-centered counseling contributed to the development of a more positive self-concept among students.

In addition, the approach has been shown to enhance self-awareness and emotional understanding, which are essential components in helping students manage psychological difficulties. Kusmawati et al. (2025) found that client-centered therapy improved students' self-awareness, allowing them to better understand their emotions and personal experiences.

The effectiveness of the person-centered approach is also evident in group counseling settings. Larassati (2018) reported that group counseling based on the person-centered approach improved students' social skills and interpersonal relationships. Likewise, Fadli et al. (2021) found that person-centered group counseling helped increase resilience and emotional adjustment among adolescents.

Another important finding is the possibility of integrating cultural and spiritual values into the person-centered counseling approach. Zerni and Darimis (2025) highlighted that incorporating Islamic values into person-centered counseling can strengthen the counseling process and make it more relevant to students' cultural contexts.

Overall, these findings suggest that the person-centered counseling approach is a flexible and effective counseling framework that can support students' psychological development. By emphasizing empathy, unconditional positive regard, and congruence, this approach creates a supportive environment that enables individuals to explore their feelings, develop self-understanding, and overcome psychological barriers such as fear of failure.

Discussion

Factors Causing Fear of Failure Among University Students

Based on the analysis of the studies presented in Table 1 and Table 2, fear of failure among university students is influenced by several psychological and environmental factors. These factors include academic pressure, social expectations, family expectations, low self-esteem, and perfectionism.

One of the most common factors contributing to fear of failure is academic pressure. University students are often required to meet high academic standards, complete assignments within limited time frames, and achieve satisfactory academic performance. Such demands can create psychological stress and anxiety related to academic evaluation. Previous research shows that fear of failure is closely associated with academic anxiety and evaluation stress among students (Hidayahtillah et al., 2022; Hjeltne et al., 2015). Similarly, research conducted among medical students indicates that highly competitive academic environments can intensify students' fear of making mistakes or receiving negative academic evaluations (Vidini Caya et al., 2024).

Another factor that contributes to fear of failure is social pressure. Students often compare their academic achievements with those of their peers, which may increase feelings of inadequacy and fear of underperforming. Social comparisons may lead students to perceive failure as a threat to their social image or reputation. This condition is often related to perfectionistic tendencies among students. Research indicates that students with high levels of perfectionism tend to experience stronger fear of failure because they set unrealistically high standards for their performance (Lee et al., 2024).

In addition, family expectations can also influence the development of fear of failure among students. Many students feel responsible for fulfilling their parents' expectations regarding academic success and future career achievements. When these expectations become excessively demanding, students may experience psychological pressure that increases their fear of failing. Research related to entrepreneurial intentions among university students suggests that fear of failure can significantly affect students' motivation and decision-making processes (Mutmainnah et al., 2024).

Fear of failure is also closely related to low self-esteem and low self-efficacy. Students who lack confidence in their abilities tend to perceive challenging academic tasks as potential threats rather than opportunities for learning. Research shows that students with higher levels of self-efficacy are better able to cope with academic challenges and are less likely to experience fear of failure (Najmil 'Ulumiyah & Sulistiyaningsih, 2024). Similarly, psychological resilience plays an important role in helping individuals manage stress and recover from failure experiences (Purnamasari et al., 2025; Prihadi et al., 2025).

Another factor that contributes to fear of failure is perfectionism. Perfectionist students often set extremely high personal standards and feel dissatisfied with their performance even when they achieve good results. This tendency may lead to excessive worry about making mistakes or failing to meet expectations. Studies indicate that perfectionism is a strong predictor of fear of failure and may contribute to emotional distress among students (Lee et al., 2024).

Furthermore, fear of failure can have various behavioral consequences. Some students may avoid challenging academic tasks, delay completing assignments, or even engage in academic dishonesty as a way to avoid negative outcomes. Research has shown that fear of failure can influence students' cheating behavior through academic self-efficacy mechanisms (Handayani et al., 2023). Therefore, fear of failure should be addressed not only as an emotional issue but also as a psychological factor that may influence students' academic behavior and development.

The Concept of Person-Centered Approach in Student Counseling

The person-centered approach (PCA) is one of the most widely used counseling approaches in educational settings, particularly in addressing students' emotional and psychological difficulties. This approach, originally developed by Carl Rogers, emphasizes the belief that every individual possesses the inherent capacity for growth, self-understanding, and self-actualization when provided with a supportive and accepting environment.

The fundamental principles of the person-centered approach include empathy, unconditional positive regard, and congruence. These three conditions are considered essential for creating a therapeutic relationship that facilitates personal growth. Empathy refers to the counselor's ability to understand the client's feelings and experiences from the client's perspective. Unconditional positive regard involves accepting the client without judgment or conditions, while congruence refers to the authenticity and genuineness of the counselor within the counseling relationship (Ratnawati, 2017).

In the context of student counseling, the relationship between counselor and client plays a crucial role in the effectiveness of the counseling process. A supportive and empathetic counseling environment allows students to express their concerns openly and explore their emotional experiences. Research indicates that person-centered counseling can foster students' learning independence and personal development by encouraging them to take responsibility for their own growth (Aprila et al., 2022).

Several studies also emphasize the importance of empathy and acceptance in the counseling relationship. When students feel accepted and understood by the counselor, they are more likely to share their personal difficulties and reflect on their emotions. This process can help students develop greater self-awareness and emotional understanding (Kusmawati et al., 2025).

Another key component of the person-centered approach is the process of self-acceptance. Through counseling interactions characterized by empathy and unconditional acceptance, students gradually learn to accept their strengths and weaknesses. This process is essential in helping students overcome negative self-perceptions and develop a more positive self-concept. Research has shown that person-centered therapy can significantly improve students' self-concept and emotional well-being (Gulo et al., 2025).

Furthermore, person-centered counseling can be applied in both individual and group counseling settings. In group counseling contexts, the approach allows participants to share experiences and support one another in a non-judgmental environment. Studies indicate that person-centered group counseling can improve students' social skills and interpersonal relationships (Larassati, 2018).

In some contexts, the person-centered approach has also been integrated with cultural and spiritual values. For example, integrating Islamic values into person-centered counseling practices can enhance the relevance of counseling interventions for students within specific cultural settings (Zerni & Darimis, 2025). These findings demonstrate that the person-centered approach is a flexible counseling framework that can be adapted to different cultural and educational contexts.

Effectiveness of Person-Centered Approach in Reducing Fear of Failure

The findings from the reviewed studies suggest that the person-centered counseling approach has significant potential in helping students overcome fear of failure. One of the main contributions of this approach is its ability to improve students' self-confidence and self-concept, which are important psychological factors in reducing fear of failure.

Research shows that person-centered therapy can significantly increase students' confidence levels by helping them recognize their abilities and develop a more positive perception of themselves (Fadholi & Mauliddia, 2023). Similarly, studies indicate that the

application of person-centered counseling techniques can improve students' self-concept and encourage greater self-acceptance (Gulo et al., 2025).

Another important benefit of the person-centered approach is its role in reducing anxiety and emotional distress related to failure experiences. When students feel supported and accepted in the counseling relationship, they are more likely to explore their fears and develop healthier coping strategies. Research has shown that person-centered counseling can help individuals process emotional difficulties and overcome psychological barriers (Fazar & Sinaga, 2024).

Furthermore, person-centered counseling can facilitate self-awareness and emotional regulation, which are essential for managing fear of failure. Studies indicate that client-centered therapy helps students become more aware of their thoughts and emotions, enabling them to respond to challenging situations in a more adaptive manner (Kusmawati et al., 2025).

The effectiveness of this approach is also evident in group counseling contexts. Research shows that person-centered group counseling can enhance students' interpersonal communication and social skills, which in turn supports their emotional well-being (Larassati, 2018). In addition, counseling interventions based on the person-centered approach have been found to improve resilience and psychological adjustment among individuals facing difficult life circumstances (Fadli et al., 2021).

Overall, the findings from the reviewed literature indicate that the person-centered counseling approach is an effective strategy for supporting students in overcoming fear of failure. By creating a supportive counseling environment characterized by empathy, acceptance, and authenticity, the person-centered approach enables students to develop greater self-confidence, emotional resilience, and self-acceptance.

Although many studies report positive effects of person-centered counseling in improving students' psychological well-being, several limitations should be considered. Most existing studies tend to emphasize positive outcomes such as increased self-confidence, self-concept, and emotional awareness (Fadhli & Mauliddia, 2023; Gulo et al., 2025; Kusmawati et al., 2025), without critically examining potential limitations of the approach. In addition, many studies are conducted within specific educational contexts or involve relatively small and homogeneous samples, which may limit the generalizability of the findings (Fazar & Sinaga, 2024; Larassati, 2018).

Furthermore, research on fear of failure often focuses on its relationship with psychological variables such as academic anxiety, self-efficacy, and perfectionism (Hidayahtillah et al., 2022; Najmil 'Ulumiyah & Sulistiyaningsih, 2024; Lee et al., 2024), but lacks consistency in measurement and operational definitions across studies. This inconsistency makes it difficult to compare findings and draw more robust conclusions. In addition, variations in research design, particularly the dominance of cross-sectional studies, limit the ability to understand the long-term impact of counseling interventions on students' psychological development (Duru et al., 2024).

Another important limitation is that relatively few studies compare the effectiveness of person-centered counseling with other approaches, such as cognitive-behavioral therapy or integrative counseling models. As a result, the relative strengths and limitations of the person-centered approach remain underexplored. Moreover, recent research highlights that counseling outcomes cannot be fully captured through standardized symptom measures alone, as clients' subjective experiences may differ from quantitative indicators of improvement (McLeod et al., 2024).

Therefore, there remains a significant research gap in developing integrative and comparative studies that examine the relative effectiveness of different counseling approaches in addressing fear of failure. Future research is recommended to employ longitudinal designs, larger and more diverse samples, and standardized measurement tools to provide a more

comprehensive understanding of the role of counseling interventions in supporting students' psychological well-being.

Implications for Counseling Practice

Based on the findings and discussion presented in this study, several implications can be drawn for the practice of guidance and counseling in higher education settings.

First, for university counselors, the findings highlight the importance of understanding the psychological factors that contribute to students' fear of failure, such as academic pressure, social expectations, family demands, low self-esteem, and perfectionism. By recognizing these factors, counselors can provide more empathetic and supportive counseling services. The person-centered counseling approach can be particularly beneficial because it emphasizes empathy, unconditional positive regard, and authentic counselor–client relationships, which help students feel accepted and understood during the counseling process.

Second, the results of this study provide important implications for the development of counseling services in universities. Counseling centers in higher education institutions should consider integrating person-centered counseling principles into their services to support students' emotional well-being. This approach can help create a safe and supportive environment where students feel comfortable discussing their academic fears and personal challenges. As a result, counseling services can play a more effective role in helping students develop self-confidence and resilience in facing academic difficulties.

Third, the findings also contribute to the development of counseling intervention programs aimed at reducing fear of failure among students. Counseling programs based on the person-centered approach can be designed to focus on strengthening students' self-acceptance, emotional awareness, and self-confidence. Such interventions may be implemented through individual counseling, group counseling, or psychoeducational workshops that encourage students to explore their feelings and develop healthier perspectives toward failure.

Overall, the results of this study suggest that applying person-centered counseling in university counseling services can support students' psychological development and help them manage fear of failure more effectively.

Theoretical Contribution

This study contributes to the development of counseling theory and educational psychology by offering an integrative understanding of how fear of failure can be addressed through the person-centered approach. Unlike previous studies that primarily focus on correlational relationships between fear of failure and psychological variables, this study synthesizes existing findings into a more comprehensive theoretical perspective that integrates psychological determinants and counseling mechanisms (Hidayatillah et al., 2022; Duru et al., 2024).

First, this study highlights that fear of failure is not only influenced by external pressures such as academic demands and social expectations, but also by internal psychological constructs, including self-efficacy, self-concept, and resilience. These variables function as mediating mechanisms that determine how students perceive and respond to failure (Najmil 'Ulumiyah & Sulistiyaningsih, 2024; Purnamasari et al., 2025; Hanuunn & Saniatuzzulfa, 2024). In addition, perfectionism and academic anxiety further strengthen the complexity of fear of failure dynamics among students (Lee et al., 2024; Hjeltne et al., 2015).

Second, this study extends the application of the person-centered approach by positioning it as a transformative process that facilitates changes in students' internal psychological structures. Through empathy, unconditional positive regard, and congruence, person-centered counseling promotes self-acceptance and reduces maladaptive cognitive patterns associated with fear of failure (Ratnawati, 2017; Fadholi & Mauliddia, 2023). Empirical findings also

indicate that this approach contributes to improving self-concept, self-awareness, and emotional regulation among students (Gulo et al., 2025; Kusmawati et al., 2025; Fazar & Sinaga, 2024).

Third, this study proposes a conceptual integration between fear of failure and person-centered counseling, in which counseling intervention acts as a mechanism that transforms negative self-perception into adaptive self-understanding. The person-centered approach enables individuals to reconstruct their self-identity and develop autonomy through a supportive counseling relationship (Elvira et al., 2023; Aprila et al., 2022). In group settings, this approach also strengthens interpersonal skills and emotional resilience (Fadli et al., 2021; Larassati, 2018).

Furthermore, this study emphasizes that counseling outcomes should not only be measured through symptom reduction but also through clients' subjective experiences and personal growth, as suggested by recent research on paradoxical outcomes in counseling (McLeod et al., 2024). This perspective strengthens the humanistic foundation of the person-centered approach in understanding student development holistically.

Therefore, the main theoretical contribution of this study lies in developing an integrative framework that connects fear of failure, psychological mediators, and counseling interventions within a unified model. This framework provides a more comprehensive theoretical explanation of how person-centered counseling can transform students' fear of failure into adaptive psychological responses and support their academic and personal development.

Proposed Conceptual Model

Based on the synthesis of the reviewed literature, this study proposes a conceptual model that explains the relationship between fear of failure, psychological factors, and the role of person-centered counseling intervention. This model integrates various findings related to the antecedents, psychological mediators, and outcomes associated with fear of failure among university students.

Fear of failure is influenced by several antecedent factors, including academic pressure, social expectations, family demands, and perfectionism (Hidayahtillah et al., 2022; Lee et al., 2024; Mutmainnah et al., 2024). These external and internal pressures shape students' psychological conditions, particularly self-efficacy, self-concept, and emotional regulation, which act as mediating variables in determining how students respond to failure (Najmil 'Ulumiyah & Sulistiyarningsih, 2024; Purnamasari et al., 2025; Duru et al., 2024).

The person-centered counseling approach functions as an intervention mechanism that facilitates positive psychological transformation. Through the core conditions of empathy, unconditional positive regard, and congruence, this approach creates a supportive environment that enables students to reconstruct their self-perceptions and develop self-acceptance (Ratnawati, 2017; Fadholi & Mauliddia, 2023; Gulo et al., 2025).

The proposed conceptual model is illustrated in Figure 1.

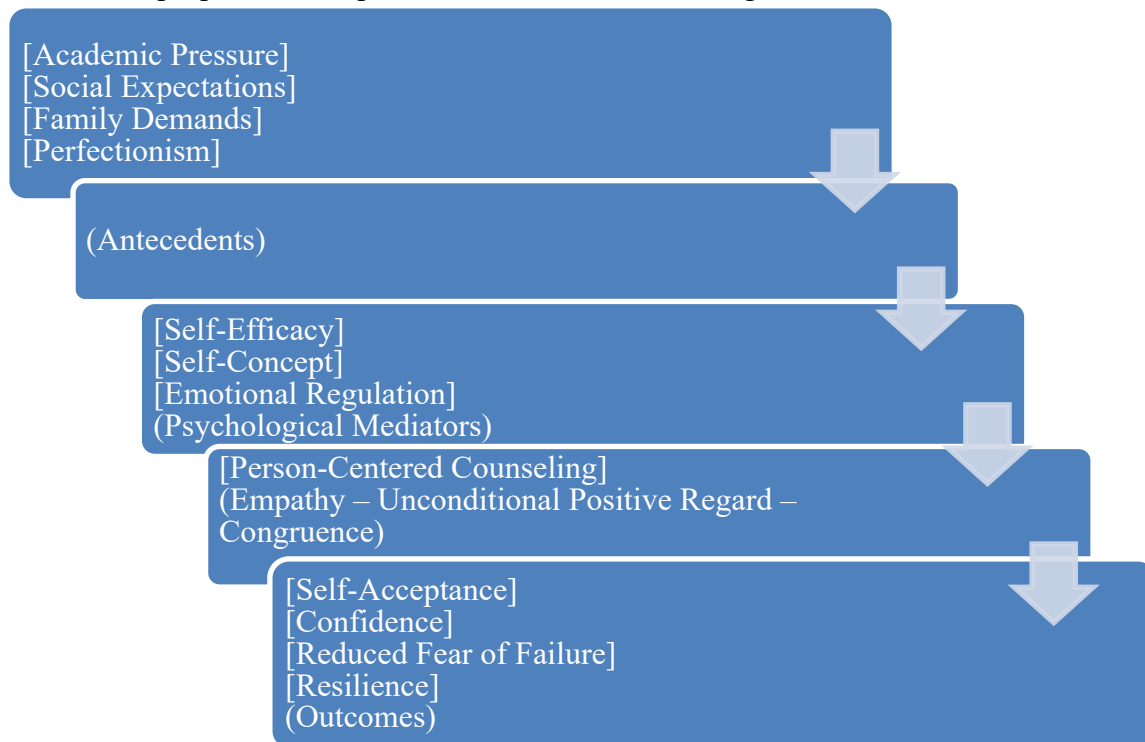


Figure 1. Proposed Conceptual Model of Person-Centered Counseling in Addressing Fear of Failure

Figure 1 illustrates the proposed conceptual model developed in this study. The model shows that fear of failure among university students originates from various antecedent factors, including academic pressure, social expectations, family demands, and perfectionism. These factors influence students' internal psychological conditions, particularly self-efficacy, self-concept, and emotional regulation, which serve as mediating mechanisms in shaping their responses to failure.

Furthermore, the model highlights the role of person-centered counseling as a key intervention that facilitates psychological change. Through empathy, unconditional positive regard, and congruence, the counseling process helps students develop self-acceptance and reconstruct negative self-perceptions. This process enables students to respond to failure more adaptively.

As a result, the outcomes of this process include increased self-confidence, improved emotional resilience, reduced anxiety related to failure, and more positive coping strategies. Therefore, this model provides a comprehensive theoretical explanation of how person-centered counseling contributes to addressing fear of failure and supporting students' psychological well-being in higher education contexts.

CONCLUSION

This study aimed to analyze the characteristics of research related to fear of failure among university students, examine how the person-centered approach is applied in counseling practices for university students, and evaluate the effectiveness of this approach in addressing fear of failure. Based on the literature review of the selected articles, it can be concluded that fear of failure is a significant psychological issue experienced by many university students in academic settings. The reviewed studies indicate that fear of failure often arises from various internal and external factors, including academic pressure, social expectations, family demands, low self-esteem, and perfectionistic tendencies. These conditions may lead students to

experience anxiety, decreased self-confidence, and avoidance of challenging academic tasks, which may ultimately affect their academic performance and psychological well-being.

The analysis of the reviewed literature also shows that the person-centered approach has been widely applied in counseling practices for university students. This approach emphasizes the importance of a supportive therapeutic relationship characterized by empathy, unconditional positive regard, and congruence between counselor and client. In counseling settings, these principles create a safe and accepting environment that allows students to express their thoughts and feelings openly without fear of judgment. Through this process, students are encouraged to explore their personal experiences, develop greater self-awareness, and gradually build a more positive self-concept.

Furthermore, the findings from the reviewed studies demonstrate that the person-centered approach has a positive contribution in helping students overcome fear of failure. Counseling interventions based on this approach can help students develop self-acceptance, increase self-confidence, and reduce anxiety related to failure experiences. When students feel understood and accepted by the counselor, they are more likely to reinterpret failure as a learning opportunity rather than as a threat to their self-worth. This process supports students in developing healthier coping strategies and greater emotional resilience when facing academic challenges.

Overall, the results of this literature review indicate that the application of empathy, unconditional acceptance, and supportive counseling relationships within the person-centered framework can effectively enhance students' psychological well-being and confidence in dealing with academic difficulties. Therefore, the person-centered approach can be considered as one of the effective strategies in guidance and counseling services in higher education institutions. The findings of this study contribute to the development of counseling practices by highlighting the importance of student-centered therapeutic relationships in addressing psychological challenges faced by university students, particularly fear of failure. In a broader perspective, this study provides insights for counselors, educators, and higher education institutions in designing counseling interventions that support students' personal growth, emotional adjustment, and academic success.

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